Mentoring Training Program

Program Director
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٠٥٥-٦٨٦-٤٩٩٤

١. Program Description

This training is intended for faculty employed at King Abdulaziz University who are eager to learn about fundamental principles and best practices associated with the design, development, implementation, and assessment of effective mentoring programs. The trainers will facilitate the participants in identifying, understanding, and applying these principles and practices as they plan a mentoring program for faculty at King Abdulaziz University that best fits the needs of the university. Firsthand knowledge of the organization of King Abdulaziz University is required, including a broad understanding of current policies and procedures related to the hiring, tenure, and promotion of faculty. In addition, participants should be familiar with formal and informal systems of support for faculty that currently exist at King Abdulaziz University so that the mentoring program they design will truly add value to those support systems. Topics will include defining mentoring, goal selection, mentoring activities, selection and training of mentors, matching of mentors with mentees, communication skills for mentors, and program evaluation. Participants should view their participation in the project within the context of installing innovations into organizations and must be prepared to be actively involved in this training from start to finish.

٢. Program Capacity:

Total program capacity is ٢٥ faculty staff members

٣. Dates

The Mentoring Training Program will be offered Monday ٣ August ٢٠٠٩ through Friday ١٤ August ٢٠٠٩.

## ٤.	**Target Audiences**

Some Key Criteria for Selecting Participants

- Individuals who possess a strong interest in mentoring.

- Individuals who are in decision-making positions in terms of being able to oversee and monitor the installation of the new program (mentoring).

- Individuals who possess strong facilitation (training) skills – e.g., emotional intelligence, interpersonal skills, communication skills, etc.

- Individuals who represent a cross-section of faculty from various departments.

- Individuals who have had experience in cross-cultural design and implementation.

- Individuals who possess credibility with peers based on their authenticity, skills, and resiliency.

- Individuals who have had experiences in installing new curriculum.

- Individuals who have experiences in cross-cultural program adaptation.

## ٥.	**Program Objectives to Faculty Staff Members**

a. Professional development activities in Mentoring and Professional Growth must emerge from the context of KAU and, in collaboration key stakeholders, must be integrated within the larger professional development program of KAU.

b. The characteristics of a high quality, formal program will be used in program design, implementation, and evaluation.

c. Some of the characteristics include:
- a focus on helping instructors learn to apply their newly-acquired skills and understandings of mentoring;
- responsiveness to the evolving needs of individual protégés or new instructors
- viewing the growth of a good instructors as a developmental process that must be learned over time and with intentional support; and,
- contributing to improving the quality of the university culture with respect to teaching and learning

d. A four-stage developmental model for mentoring will be used to frame the initiative and used as the compass, pointing a direction, for first and second year teacher novices

e. The installation of an effective professional development system must provide adults with a variety of training strategies and techniques so that individual learning styles are addressed.

٦. <u>CVs of the Trainers</u>

<u>*Tom Ganser, Ph. D.*</u>

Dr. Tom Ganser began his career as an English teacher in Milwaukee, Wisconsin. He has served as a consultant for organizations in Illinois, Kansas, Louisiana, Maryland, Mississippi, Missouri, and Wisconsin. Outside of the United States, he has worked in Sweden, Finland, Jamaica and Bermuda. He has trained mentors for the Wisconsin Department of Public Instruction, school districts and Cooperative Educational Service Agencies in Wisconsin, Baltimore (Maryland) County Public Schools, and the Ministry of Education in Bermuda. In addition, Tom has facilitated Sharing Workshops for New Teachers at conventions and conferences, and for school districts. Tom has been an active member of the International Mentoring Association and serves as an elected member of the Board of Directors.

Tom has specialized in mentoring and mentor programs for new teachers since ١٩٨٩. He has made presentations at meetings of the American Association of Colleges for Teacher Education, American Educational Research Association, Association for Supervision and Curriculum Development, Association of Teacher Educators, Chancellor Beacon Academies, International Mentoring Association, Joint Board for Teacher Education (the Bahamas, Belize and Jamaica), Kappa Delta Pi, Mid-Western Educational Research Association, National Association of Secondary School Principals, National Council for

the Social Studies, National Council of Teachers of English, National Foundation for the Improvement of Education, National School Board Association, National Staff Development Council, and Performance Institute. Tom is a member of the National Advisory Board for a National Science Foundation project investigating mathematics and science teacher induction programs in the United States. Tom has served as a judge for the National Education Association/Saturn/United Auto Workers Partnership Award recognizing exemplary mentoring/induction programs, and is currently engaged in a follow-up study of the ٥٠ recipients of this award between ٢٠٠٢ and ٢٠٠٨.

Tom's articles have appeared in many publications, including American School Board Journal, A Better Beginning: Supporting and Mentoring New Teachers, Clearing House, Contemporary Education, Educational Forum, Journal of Staff Development, Kappa Delta Pi Record, Mentoring & Tutoring, National Association of Elementary School Principals Streamlined Seminar, National Association of Secondary School Principals Bulletin and Practitioner, The High School Magazine, New Teacher Advocate, Principal, Principal Leadership, Pro Principal, Schools in the Middle, and The Teacher Educator. Many of his conference papers are accessible through the ERIC system. In recent years, Tom has been interviewed by reporters from the Milwaukee Journal/Sentinel, Washington Post, U.S. News & World Report, Catalyst for Cleveland Schools, and Studerandelöpsedeln, a publication of the Swedish teachers' union, Läräförbundet.

Tom is an associate professor in the Department of Curriculum and Instruction and directs the University of Wisconsin-Whitewater Beginning Teacher Assistance Program. From ١٩٩٠ to ٢٠٠٠, the program was offered as a service to local school districts. Today, the program focuses on building the capacity of school districts to design, implement, and evaluate their own mentor program for new teachers.

Joseph T. Pascarelli, Ed.D.

Highlighted Mentoring Experiences

Professional Roles in Mentoring

President, International Mentoring Association (٢٠٠٧ –   )
Member, European Mentoring Centre
Former Co-Chair, American Educational Research Association, Special Interest Group (SIG) on   Mentorship and Mentoring Practices (SIG)Member, American Association of School   Administrators
Advisory Board Member, Mentoring and Coaching Standards. International Standards for
               Mentoring Programmes in Employment, United Kingdom

Consulting Roles in Mentoring

Director of Research, Training, and Evaluation, the New York State Governor's Mentoring Program

Planner and Developer, the Governor of the Virgin Islands Mentoring Program
Senior Consultant, Management Leadership for Tomorrow Mentoring Program
Consultant, Mentoring Programs, University of Hong Kong, City University of Hong Kong,
Hong Kong Polytechnic Institute, Hong Kong Institute of Education, Hong Kong Baptist
University

Publications on Mentoring

Kochan, F. & Pascarelli, J. (Eds.). (٢٠٠٥). *Global perspectives on mentoring. Successful programs*
on telementoring. Greenwich, CT: Information Age Publishing.
Pascarelli, J. & Kochan, F. (Eds.). (٢٠٠٤). *Global perspectives on mentorning. Transforming*
contexts, communities, and cultures through mentoring. International case studies.
Greenwich, CT: Information Age Publishing
Pascarelli, J. (٢٠٠١, Fall). That's right: Another paradigm shift. The Mentoring Connection.
Kalamazoo, MI: International Mentoring Association
Pascarelli, J. (١٩٩٨). A four-stage mentoring model that works, in S. Goodlad (Ed.). *Students as*
mentors and tutors. London: Kogan/Page.

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