

A Volume in **Perspectives on Mentoring**



# Mentoring for Wellbeing Across the Professions and Disciplines

**Benjamin Kutsyuruba**  
**Keith D. Walker**  
Editors

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# **Mentoring for Wellbeing Across the Professions and Disciplines**

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We are living in a world of uncertainty filled with issues that impact the well-being of individuals, families, communities, organizations, and nations. Yet, there is a void in the professional research literature and in publications read by those in the business and work world that deal with these issues in a concrete and practical manner. This book fills that void. The editors present the underlying issues impacting wellbeing in a concrete and practical manner. The chapter authors deal with these issues and present specific strategies and programs focused upon fostering individual and organizational wellbeing across a broad spectrum of settings. The book should be of immense value to a wide range of readers interested in creating healthy environments that support individual health and wellbeing and organizational success.

—*Frances Kochan, PhD, Wayne T. Smith Distinguished Professor, Emerita, Auburn University*

Do you want to facilitate psychological, physical, and spiritual wellbeing among members of your profession, especially newcomers to your community? Then get deliberate and tactical about world-class mentoring relationships! This excellent volume from mentorship thought leaders and innovators across disciplines and across the globe provides a roadmap for leveraging mentoring to create hope, confidence, self-efficacy, and belonging in the lives of mentees. This masterful handbook should be in your mentoring toolkit!

—*W. Brad Johnson, PhD, Professor of Psychology, Department of Leadership, Ethics & Law, United States Naval Academy*

Encouraging expanded perspectives on mentorship from outstanding experts in the field, this book will broaden program development and implementation. Further examination establishes the complexity and depth in unique environments, settings, and situations. Segments from each chapter, spanning research to comprehensive practices, challenges you to a robust examination of your current mentoring structures and provides a path for future growth.

—*Carol Riley, Educational Leadership Consultant, K-12 and Non-Profit Mentoring Programming International Mentoring Association Board of Directors*

While the many positive outcomes of mentoring have been well-documented, the potential for mentoring to enhanced well-being is arguably its most important benefit. This is especially true in current times when students and other trainees are facing a crisis of mental health and well-being.

This book edited by Dr's Kutsyuruba and Walker is particularly timely, as it cogently discusses multiple applications and strategies for leveraging mentoring to optimize well-being. With chapters authored by leading experts in the field, this volume provides invaluable information that will help readers apply mentorship to enhance the well-being of themselves, their mentees, and their communities.

—*Roger B. Fillingim, PhD, Distinguished Professor,  
Associate Dean of Planning and Institutional Effectiveness,  
College of Dentistry; Director, UF CTSI Mentor Academy,  
University of Florida*

# Perspectives on Mentoring

Series Editor  
Benjamin Kutsyuruba  
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Mentoring is an important aspect of professional development and talent management efforts in a wide variety of fields such as health sciences, education, business, engineering, and social work. Mentoring entails forming a mutually supportive and learning relationship between the more experienced (mentor) and less experienced (protégé) colleagues for the purposes of personal support and professional learning. There is an increased interest in the topic of mentoring in the workplace on a global scale. Research indicates that those who receive mentoring rise faster in their organizations and have more success in their careers than those who do not have this experience. This series focus on various aspects of the mentoring process in a variety of organizational settings and contexts.

## OTHER TITLES IN THE PERSPECTIVES ON MENTORING SERIES

- Mentoring for Wellbeing in Higher Education.* (2025)  
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# **Mentoring for Wellbeing Across the Professions and Disciplines**

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*Edited by*

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*And*

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emerald  
**PUBLISHING**

United Kingdom – North America – Japan  
India – Malaysia – China

Emerald Publishing Limited  
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2026

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Cover photo: iStock and GettyTim82

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**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-80592-217-9 (Print hardback)

ISBN: 978-1-80592-219-3 (Print paperback)

ISBN: 978-1-80592-216-2 and 978-1-80592-218-6 (Ebooks)

Typeset by TNQ Tech

Cover design by TNQ Tech

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## ABOUT THE EDITORS



**Benjamin Kutsyuruba**, PhD, is a Professor in Educational Policy, Leadership, and School Law in the Faculty of Education at Queen's University. For over 10 years, he served as an Associate Director of Social Program Evaluation Group (SPEG). Throughout his career, Benjamin has worked as a teacher, researcher, manager, and professor in the field of education in Ukraine and Canada. His research interests include educational policy-making; educational leadership; induction, mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; international education; school climate, safety, well-being, and flourishing; and, educational change, reform, and restructuring. His current research projects focus on positive leadership, flourishing in schools, educator well-being, and teacher induction and mentoring in international settings. He is a founder of MentorLead, a mentorship and leadership consulting business. He is actively involved on the Board of Directors for the International Mentoring Association (IMA) and is currently a President-Elect of IMA (2024–2026).



**Keith D. Walker**, PhD, DD, is a professor in the Department of Educational Administration at the University of Saskatchewan, Canada. His academic interests, expertise, and activity revolve around executive leadership, organizational development, positive organizational studies, governance and applied ethics in education, public administration, and the not-for-profit sectors. Keith's formal education has been in several disciplines and fields of study, including physical education, Bible and theology, philosophy, education, and educational administration. He has also served on a number of national, regional, and local social sector boards; he is currently in his final term as a Provincial Cabinet appointed member of the Saskatchewan Higher Education Quality Assurance Board. Keith's occupations have ranged from international coach to teacher to minister to educational administrator to professor in various contexts. His international academic and professional practice has extended to over 15 countries (keynotes, workshops, consultancies, and collaborative research projects). In his 32nd year at the University of Saskatchewan, Keith has supervised over 100 graduate students to completion, including more than 30 doctoral students. He is the author or co-author of over 150 refereed articles and chapters, along with more than 25 books.

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## ABOUT THE CONTRIBUTORS

**Sandy Baba**, PhD, believes that authentic learning comes from the learner's intrinsic motivation. In order to provoke the learner's inner desire and drive of the inquiring subject matter, it is imperative for the teacher to teach with compassion, intentionality, and accountability. Dr Baba has degrees in Asian Studies (BA, University of California, Davis), Education (MA, San Francisco State University), and Transformative Studies with an Education focus (PhD, California Institute of Integral Studies). She developed a family engagement framework to support low-income Asian American immigrants that was recognized and published by the US Department of Education. Dr Baba is an advocate in promoting learning environments for children and adults with diversity, equity, inclusion and belonging (DEI+B).

**Christopher Bezzina**, FCCEAM, is Professor of educational leadership at the Faculty of Education, University of Malta. He has taught and done consultancy work both locally and abroad in various countries including Belgium, Cyprus, Italy, Latvia, Lithuania, Luxembourg, Poland, Sweden, the Seychelles and the United States in the areas of professional development, school-based self-evaluation, professional learning communities, governance and quality assurance of higher education institutions. He is a Commonwealth Scholar and Fulbright Fellow. Christopher has authored, co-authored and edited various books and over 100 refereed journal articles. He is involved in various European and international educational institutions and serves on a number of editorial boards. Over the past few years, he has been a visiting professor on the National Principal Training Program organized by Uppsala University in Sweden. He is coordinator and chairperson of the recently launched professional doctorate in educational leadership (EdD) at the University of Malta.

**Melinda C. Bier**, PhD, is Teresa M. Fischer Professor of Citizenship Education and Co-Director of the Center for Character and Citizenship (CCC), College of Education, University of Missouri–St. Louis. Bier’s research interests include servant leadership, character-based leadership and education, and civic engagement. She has extensive experience designing, delivering, and managing professional development and program evaluation. Her work has appeared in *Educational Leadership*, *The Handbook of Values Based Education and Student Wellbeing*, *Journal of Moral Education*, *Journal of Character Education*, *Health Promotion Practice*, and *Journal of Media Literacy Education*.

**Mark Buchanan**, MCS, is Associate Professor of Pastoral Theology, Faculty of Theology, Ambrose University. Mark has wide interests—preaching, leadership personal formation, biblical studies, theology, history, literature, poetry, and more—with no specific area of expertise. His primary and life-long question is what it means to be fully human. Mark has published 12 books, both nonfiction and fiction and working on several more. He loves hiking, really, anything outdoors, and motorcycles.

**Christine Carducci**, EdD, is an adjunct professor for multiple colleges in Child and Human Development. She provides direct services in education and care of infants, children, families, and communities and mentoring/coaching for early educators. She has expertise in inclusive practices with children with special needs and teaching adult learners, in person and virtually. Chris’ academic education includes a Bachelor’s degree in Child Development and Psychology (CSU Chico), Master’s degree in Early Childhood Special Education with Infant Intervention (SFSU), and Doctoral degree in Education Leadership (Mills College). Chris is inspired by study tours to Reggio Emilia, Italy and to Aotearoa/New Zealand. Chris serves on the executive board of the non-profit group Supporting the Advancement of Learning Stories in America (SALSA), and advocates for strength-based, narrative, formative assessment that promotes learning and identity formation. Chris believes growth happens through teaching and learning experiences across the life span, thoughtful observation, curiosity, intentionality, and openness to multiple perspectives. It is all about relationships.

**Dionne Clabaugh**, EdD, believes that deep learning happens when people are invested in each other’s growth through autonomous engaged relationships. For over 30 years she has taught across the lifespan (early education, youth music, teachers, parents, faculty, and board members), and has developed several university mentoring programs. Her work in mentoring and human development informs how she designs and facilitates adult learning environments. In her consulting practice, Dionne mentors to develop teachers, administrators, faculty, and board members. She earned degrees

in Music Therapy (University of the Pacific), Organization Development (University of San Francisco), Learning and Instruction (EdD, University of San Francisco), and Social Innovation (Diploma, University for Peace, Costa Rica). Her autonomy supportive mentoring approach in responds to the diversity of mentor and mentee contexts using a multifaceted approach that integrates ASI and high-impact practices with learner mastery, critical reflection, wellbeing, efficacy, and resilience.

**Catherine G. Cordova**, PhD, serves as Director of Community Engaged Learning for the Frederick Honors College at the University of Pittsburgh. She is also President Emeritus of the International Mentoring Association, a worldwide network dedicated to mentoring best practices and research. With over a decade of experience in higher education, Dr Cordova has taught various academic courses in mentoring practices and leadership. She serves on the Board of the Peer Mentor Advisory Council for the Campbell University Rose Center for Peer Mentorship within the Lundy-Fetterman School of Business. She is also a consultant for international mentoring programs and has partnered with the US and Bolivian Embassies to conduct mentor training. Her research and publications in mentoring principally focus on mentoring and career self-efficacy. Dr Cordova holds two degrees in English from Florida Gulf Coast University and a PhD in Curriculum and Instruction focused in Career and Workforce Education from the University of South Florida.

**Loni Desanghere** coordinates research projects in the postgraduate medical education (PGME) office at the University of Saskatchewan. Loni had initial research interests and training in behavioural neuropsychology, with a focus on visuomotor control. Over the last 10 years she has expanded these interests and focus to topics in medical education such as leadership, resilience, transformational learning, competency based medical education, wellness, and learning environments. Loni brings expertise in designing, implementing, and analyzing research projects in PGME and works collaboratively on projects with faculty, residents, undergraduate medical students, and different organizational stakeholders within the college and the province.

**Neritza Díaz-Cruz** is a PhD candidate in the Department of Language, Literacy, & Sociocultural Studies, at the University of New Mexico and a Program Manager for Phoenix Educator Preparatory. Neritza's research interests are in Spatialities, Puerto Rican Diaspora in the American Southwest, ethnic studies, qualitative social research, language and teacher education. She has over 10 years of K-12 public school teaching experience in the English and ESL areas, and five plus years teaching experience at the undergraduate level in ESL higher education.

**Allessandra Elisabeth dos Santos** is a PhD candidate at the Federal University of Sergipe (UFS), Brazil. She was a visiting research scholar in the School of Education at Virginia Commonwealth University in 2022–2023. Her research focuses on generative artificial intelligence and its impact on the concept of writing. She holds a Master's degree in Education from UFS and a Post-Baccalaureate Diploma in Education from the University of Winnipeg, Canada. She has 27 years of teaching experience in the field of TESOL/TEFL and also taught college students. Allessandra was a teacher educator and academic coordinator for 10 years in an Elementary and Middle Years bilingual school in Brazil. Currently, she holds a CAPES scholarship and is an affiliate of the Multilingual Learners in Schools (VCU) and TECLA: Technologies, Education and Linguistics (UFS) research groups.

**Benjamin Dreer-Goethe**, PhD, holds a Master of Education degree in secondary education and a PhD degree in educational sciences. He recently completed his postdoctoral qualification and is the scientific manager of the Erfurt School of Education, the center for teacher education and educational research at the University of Erfurt, Germany. His research interests lie in preservice teacher education, especially in mentoring and enhancing conditions during field experiences. Furthermore, he is interested in understanding and fostering teacher and student teacher wellbeing and job satisfaction.

**Lisa Z. Fain** is a leading authority on inclusive mentoring, serving as CEO of the Center for Mentoring Excellence and the current president of the International Mentoring Association. Known globally for her engaging workshops and thought-provoking keynotes, Lisa is also the co-author of *Bridging Differences for Better Mentoring* and the third edition of *The Mentor's Guide*. She holds a BS in Social Policy from Northwestern University and a JD from Northwestern University School of Law. With a robust background in cultural competency and diversity, Lisa has dedicated her career to helping organizations build inclusive cultures that drive meaningful results. Her past roles include directing diversity initiatives as Senior Director at Outerwall, Inc. and practicing law with a focus on inclusive workplace policies. Known for her blend of expertise, humor, and practical insight, Lisa's work empowers organizations to leverage mentorship for growth. A Seattle resident, Lisa enjoys exploring the outdoors with her family, bringing a spirit of curiosity and connection to all aspects of her work.

**Emma Fox** is a First Officer at Alaska Airlines on the Boeing 737. She lives in Washington state and has been flying for 10 years. She started her aviation career as a Certified Flight Instructor, fostering her passion for both teaching and learning. Prior to Alaska, Emma was a Captain at Horizon Air, flying the Embraer 175. While at Horizon, Emma also served as a Program

Manager for the Horizon Air Pilot Mentor Program, overseeing all of Horizon's preemployment pilots, new-hire pilots, and volunteer mentors. She has been a formal mentor both at Horizon Air and for Women in Aviation International, as well as in numerous volunteer positions held in her local aviation education community. She has a bachelor's degree in Flight Operations from Westminster College in Salt Lake City, UT.

**Catherine L. Funk**, PhD, is a Licensed Psychologist and a certified health services provider psychologist (HSP-P) of North Carolina. She is the Director of Behavioral Health & the Executive Director of Clinical Programs at Carolina Pediatric Therapy (CPT). She is a Qualified Supervisor with the North Carolina Board of Licensed Clinical Mental Health Counselors and participates in graduate student training at CPT. Prior to working at Carolina Pediatric Therapy, Dr Funk worked at the Texas Child Study Center/Dell Children's Medical Center in Austin, Texas where she participated in the internship and fellowship training programs as well as provided clinical services in various medical programs. Dr Funk received her masters and doctorate degrees in Educational Psychology from The University of Texas at Austin. She also holds a master's degree from PACE University in the Science of Teaching and a bachelor's degree from the University of Michigan.

**María L. Gabriel**, PhD, has served as a PK-12 Latina educator in Northern Colorado since 1997. Her focus is increasing access and opportunity for culturally, linguistically, and racially diverse students through student support, family engagement, arts-based research, and equity leadership. Her life's work has led her to be an authentic truth-teller who believes that love is the path to healing and liberation. Dr Gabriel's research interests include culturally relevant pedagogy, educational equity, Latinx student achievement, and student voice. She has published 7 journal articles, 14 book chapters, and has made 62 presentations in and outside of the US. In 2022, she was named Multicultural Educator of the Year by the National Association for Multicultural Education (NAME).

**Javier Gonzalez Gonzales**, EdD, is part of the Executive Team as the Chief Operations Officer reporting directly to the CEO. Dr Gonzalez-Gonzales provides leadership to the Operations, Facilities, and Transportation departments to ensure high-quality and comprehensive Head Start services are delivered to children and families enrolled across the 10-state service delivery area. He is a former migrant child, public school and higher education administrator, and former President of the National HEP/CAMP Association. His research interests include assimilation to acculturation of immigrant populations in rural communities and equity within institutionalized systems.

**Jia Gui**, PhD, is an affiliate faculty member in the School of Education at Virginia Commonwealth University. She was a TESOL teacher and taught college students and secondary school students in China. She taught the World Language course in U.S. elementary schools. Her current research interests include the Language-Based Approach to Content Instruction (LACI) and teacher education for multilingual learners.

**Trista Hollweck**, PhD, is a *pracademic* who integrates the worlds of research, policy, and practice. She is a former secondary teacher, vice-principal, and school district consultant at the Western Quebec School Board in Quebec, Canada and leads educational research and practice networks at local, provincial, national, and international levels. Trista is an Adjunct Professor at the University of Ottawa where she researches collaborative-based professional learning and teaches graduate courses on mentoring and coaching in professional contexts. Trista is a proud mom of three and is committed to supporting schools and systems to improve education for all students within and across educational systems globally.

**Julie Silard Kantor** is the CEO of TwoMentor.com. She is an “all-in” roll-up your sleeves leader and workforce retention executive who has had a profound impact on helping some of the most highly recognized global and Fortune 500 clients drive employee engagement, retention, build mentoring cultures, help leaders adapt to hybrid work environments, acquisitions and institute needed change strengthen today’s workforce. During these challenging times, she has effectively guided companies on how to replace water cooler conversations and connect on important issues. She ran Network for Teaching Entrepreneurship (NFTE—teaching youth to build their own businesses from 1992–2012) in multiple markets then lead Million Women Mentors and STEM workforce issues for a global consulting firm. She presents, facilitates retreats and training sessions, and she most loves serving as a trusted advisor to her clients that include Sodexo, COSTCO, Anthem, NYU, several healthcare companies, government entities and more.

**Jared D. Kass**, PhD, is a Visiting Scholar with the Benson-Henry Institute for Mind-Body Medicine, Massachusetts General Hospital. He is Professor Emeritus, Graduate Department of Counseling and Psychology, Lesley University, where he directed a Study Project on Wellbeing and a specialization in Mind-Body Behavioral Health. His prevention-oriented research focuses on mentoring person-centered psychospiritual maturation with emerging adults. This focus has roots in his work with Dr Carl Rogers on the Person-Centered Approach Project. The Fulbright Specialist Program in Global/Public Health recently approved him for their candidate roster.

**Debra Woodard Leners**, RN, PhD, PNP, CNE, has focused her career on practice, academia, and executive leadership in nursing. She practiced as a pediatric nurse practitioner for 20 years in Childrens Hospitals within three Universities. Debra has worked extensively with healthcare leadership, professional socialization, professional values, and quality patient care mentoring through Magnet hospital status. As an academic, Debra taught pediatrics, neonatology, research and leadership at the undergraduate and graduate levels. She led the development of an online doctoral nursing program and provided leadership to develop The Nursing Education Xchange—a national coalition of academic programs to expand graduate coursework for nursing students. Debra has published extensively in the areas of nursing leadership, mentorship, intuition in nursing practice and caring in online nursing education. Dr Leners received her BSN from the University of Iowa, her MS and Pediatric Nurse Practitioner from the University of Iowa and her PhD in Nursing from the University of Colorado.

**Stephanie Guastella Lindsay**, PhD, directs and teaches the Leadership Fellows Certificate & Program, an undergraduate leader development program, at Montana State University Bozeman. Because it either directly or indirectly affects all people in the world, she strongly believes that trauma and trauma informed instruction must be incorporated into all educational modalities. Dr Lindsay writes on embodiment and leadership and is a certified trauma-informed yoga instructor and movement-based expressive arts educator.

**Laura Knight Lynn**, PhD, has been with Walden University since 2003 and has overseen the research functions for the university since 2010. In her role as Dean, she has led several initiatives to enhance strategy for doctoral education and support faculty development. During her EMBA studies, she developed a passion for mentoring and women supporting women in the workplace. She has extensive experience in applied research and program evaluation consulted with many non-profits and community programs. Additional areas of research and scholarship include graduate student research self-efficacy, resource and support needs for international students, and inclusive assessment strategies.

**Gayathri Manoharan** recently transitioned from the role of Resident Wellness Coordinator in Postgraduate Medical Education to pursue opportunities in a new educational initiative within the College of Medicine. With over 15 years of experience at the University of Saskatchewan in academic and student affairs, including higher education administration, Gayathri is passionate about supporting student success and fostering a positive learning environment. Her expertise lies in implementing innovative strategies for

student support services, developing holistic advising approaches, promoting student engagement initiatives, and contributing to academic policy development. Drawing from her background in non-profit management and public policy analysis, Gayathri brings a unique perspective to process improvements within academic settings, particularly in student affairs.

**James Martínez**, PhD, is a professor in the department of Teacher Education at Valdosta State University. James was a teacher and sports coach for over a decade in rural, inner-city, and urban profile public schools. Dr Martínez is a student teacher supervisor and teaches classroom management and differentiated multicultural education instruction, and graduate courses addressing critical pedagogy, racial/ethnic inequality, educational law, and research methodology. Dr Martínez is Editor in Chief for *The Urban Review* and has published articles focused upon critical race studies and Latinx education, schooling in urban and rural education, with an emphasis on middle grades education, youth gang risk factors, education innovation, and immigration reform. Dr Martinez enjoys traveling with his family, playing basketball, and attending professional sports events.

**Amanda L. Mazin**, PhD, is faculty at Teachers College, Columbia University. She teaches and supervises graduate-level, special education preservice, and inservice teachers in high-need, urban environments. Dr Mazin's research seeks to promote access to educational opportunities for all learners through the use of research-based, equitable, and inclusive practices.

**Summer V. McMurry**, PhD, CCC-SLP, is a Speech-Language Pathologist and the founder and CEO of Carolina Pediatric Therapy (CPT), an interprofessional pediatric practice in Western North Carolina (WNC). Dr McMurry received her PhD in Communication Sciences & Disorders from The University of North Carolina-Greensboro with research focused on Interprofessional Education & Collaborative Practice in complex pediatric clinical presentations and the development of collaborative leaders & teams in healthcare. She holds a master's degree from Western Carolina University and a bachelor's degree from Appalachian State University. Dr McMurry holds the American Speech-Language and Hearing Association (ASHA) Certificate of Clinical Competence, and is a member of both the ASHA Special Interest Group (SIG) 11 Administration and Supervision and the SIG 14 Cultural and Linguistic Diversity. She has lectured for graduate courses and symposiums on Clinical Policy and Compliance and established CPT as a clinical fieldwork site for numerous university programs across various disciplines.

**Ann M. Morgan**, PhD, is a professor of human behavior, researcher, and higher education consultant who specializes in faculty development and

appreciative inquiry. Since 2004, her work and expertise has been in online learning models emphasizing compassion and wellbeing of faculty and adult learners. She lives with her family in the Twin Cities of Minnesota.

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**Mary Barbara Trube** is an international mentor and coach for adult lifelong learners who seek to develop their creativity, accomplish unrealized dreams and goals, seek personal growth, transformation, and find personal fulfillment in their professional and advocational endeavors. In addition to mentoring through Platonium Consultants, Dr Trube serves as a dissertation mentor and a contributing faculty at Walden University, USA, an adjunct faculty member for undergraduate early childhood education students at Florida SouthWestern State College, USA, and has served as an academic contributor to the Academy for Future Education, Xi'an Jiaotong-Liverpool University (XJTLU), PRC, for the past 5 years. She has more than 50 years of experience in the field of education as a classroom teacher, curriculum specialist and public school administrator, higher education faculty, early childhood program director, and Assistant Dean for Academic Engagement and Outreach in a research-active College of Education. Her publications, conference presentations, and workshops for the past two decades have focused on mentoring, education diplomacy, and transformational leadership in national and international contexts.

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**Suji Venkataraman, MA**, is adjunct faculty in child and human development, and is pursuing her PhD in Organizational Development and Change at Fielding Graduate University (FGU). Suji believes in relational teaching before dispersing content, which provides opportunities for transformational learning for students. Also, due to her personal spiritual transformational experiences, as an educator, she often embarks on holding unique “safe spaces” for her adult students and colleagues to have difficult conversations about their experiences and hardships, especially BIPOC, and marginalized humans. Her participation in leadership committees in advocacy work as a student and adjunct allows her to provide unique perspectives in various discussions. These often enable her to recognize, capture and present their needs as a change agent. All this brings back to her core value: connecting humans, especially adult learners, to their core to transform old patterns into new beginnings.

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# FOREWORD

**Lisa Z. Fain**

Several years ago, during a Thanksgiving dinner conversation, we discussed the importance of finding enjoyment and meaning in one's work. My Uncle, a member of the "Baby Boomer" Generation, remarked, "Work life balance wasn't a consideration for my generation. Neither was finding meaning or belonging at your work. You have a job to do as a means to earn a living. You go to work, do a good job, and know that it is a way to feed your family. You won't always love it. Your employer has a duty to the business top of mind, not your need for meaning."

I couldn't image that this might be true. For me, work was all about finding meaning. Indeed, this search for meaning has led me to major pivots in my own career. I left a secure job as a lawyer at a large law firm because though I found the work challenging and intellectually satisfying, it did not feel meaningful to me. A few years later, I left the practice of law altogether to lead Diversity, Equity and Inclusion work, finding more satisfaction in creating inclusive work environments, a topic I had become passionate about. Today, I run a small company that works with organizations all around the world to create more inclusive workplaces through mentoring, and I am fueled by the impact of helping organizations create environments where employees can find meaning in highly personal ways.

That Thanksgiving conversation many years ago was the first time it struck me that what we look for in our work might vary by generation. Having thought about this over the years, I have learned about the research supporting this notion. As my uncle intimated that day, Baby Boomers entered the workforce looking for stability, career advancement and long-term employment ([Allen Smith, 2021](#)). As has been my experience, my own generation—Generation X—more typically looks to find meaning in their work ([Stiglbauer et al., 2022](#)). Things have changed dramatically with Gen Y and Gen Z, who not only value wellbeing, but use it as a determinant about where they will work ([Wolf, 2019](#)).

This generational shift requires organizations to take heed. More than one in three participants in the US Workforce are Gen Y (Fry, 2018) and, in 2024, Gen Z are expected to outnumber Baby Boomers in the workforce (Glassdoor, 2024; Morell & Abston, 2018). To attract and retain top talent, organizations must pay attention to what they value, and make sure they are creating work environments that meet the values and expectations of their workforce. Of course, the increasing shift on wellbeing benefits everyone in the workforce, not just younger workers. When workplaces focus on wellbeing, employees experience improved physical and mental health benefits, workplaces have lower turnover rates, and healthcare and operational costs decrease (Crowley, 2024; De Neve et al., 2024).

In 2023, Dr Vivek Murthy, the United States Surgeon General, declared that there is an epidemic of loneliness and isolation in the United States (Office of the U.S. Surgeon General, 2023). Though this report was focused on the United States, the loneliness epidemic is prevalent around the world. Indeed, in a recent study by Meta and Gallup, approximately one in four people—24% of the global population (more than one billion people) said they felt “very lonely” or “fairly lonely” (Gallup, 2023). Attributed to the increased dependence on digital technology, and exacerbated by the COVID-19 pandemic, this condition is marked by a decrease in social network and social participation (among other factors). The impacts of this epidemic are evident in the physical health (through stress hormones, inflammation, etc.), mental health (depression, anxiety, etc.) and behaviors (lack of sleep, increased use of tobacco, drugs and alcohol). Dr Murthy recommends cultivating a culture of connection as one of the antidotes to loneliness.

Mentoring is a powerful tool for fostering connection. Mentoring helps employees feel valued, seen and heard, significantly enhancing their sense of belonging and job satisfaction (Dennison, 2023). It helps aspiring academics understand how to succeed and see a path for themselves both within and outside of academia (Den Houter & Maese, 2023; University of Massachusetts Global, 2024). The impact of mentoring on wellbeing goes far beyond the connection that it engenders. Mentoring creates safe spaces for employees to share, navigate organizational dynamics and power structures, take risks, and learn together (Den Houter & Maese, 2023; Dennison, 2023).

As someone who works with organizations around the globe to create more inclusive workplaces through mentoring, I couldn't be more excited about the growing focus on the use of mentoring as a way to achieve wellbeing. There is one caveat, however. Few, if any, of the benefits of mentoring on wellbeing happen by default. It requires intentionality, focus, expectation-setting, capacity-building, measurement and accountability.

This important volume in the Perspectives on Mentoring Book Series not only articulates the importance of focusing on wellbeing through mentoring, but also offers practical guidance on how to structure mentoring relationships. It includes examples from diverse contexts, illustrating how mentoring can be leveraged to enhance wellbeing across various profession and academic settings.

Gone are the days when we could expect employees or students to give their best merely for a payment, diploma or promotion. Today, it is imperative to intentionally create environments that prioritize wellbeing and foster connections. We must intentionally focus on how we can create environments where people can survive. The chapters in this book show us how.

Lisa Z. Fain  
CEO, Center for Mentoring Excellence  
President, International Mentoring Association, 2024–2026

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## CHAPTER 1

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# INTRODUCTION: THE NEED FOR MENTORING FOR WELLBEING IN PROFESSIONAL SETTINGS

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### ABSTRACT

The purpose of this edited volume is to explore how mentoring can promote mental health, build resilience, develop capacity to maintain, sustain, and promote emotional, psychological, and social wellbeing for all in various organizational settings. This introductory chapter describes the connection between mentoring and wellbeing across various disciplinary and professional settings and provides a brief overview of the theoretical underpinnings of the notion of wellbeing as the key concept for our inquiry into mentoring practices. Then, we offer short summaries of the chapters in this book and provide a guide to readers regarding what each of the chapters in this edited book may bring to our collective understandings of the role of mentoring for wellbeing in organizational settings.

*Keywords:* Mentoring; wellbeing; positive organizational culture; resilience; mental health; developmental relationships

## INTRODUCTION

Mentoring is recognized as a key developmental resource in various organizational settings (Noe et al., 2002). As a widely used practice, mentoring has gained considerable significance and application within many fields such as education, business, health, engineering, and industry (Gibson, 2004; Kochan, 2002). In K-12 school settings, mentoring is considered a beneficial practice for growth, learning, and development for youth (DuBois & Karcher, 2005; Goldner & Maysseless, 2009), students (Schenk et al., 2021), student teachers (Briscoe, 2019; Dreer, 2021; Wilcoxon et al., 2019), early career or more experienced teachers (Bressman et al., 2018; Feiman-Nemser, 2012; Hobson et al., 2009; Kutsyuruba et al., 2019; Shanks, 2017; Squires, 2019), and school leaders (Hobson & Sharp, 2005; Searby & Armstrong, 2016). In higher education areas, mentoring has demonstrated professional and academic benefits for undergraduate students (Hamilton et al., 2019; Smith, 2013), graduate students (Lunsford et al., 2017; Watson et al., 2009), faculty and staff (Johnson, 2015; Martinez & Welton, 2017), as well as leaders and administrators (Ruben et al., 2017). In healthcare, mentoring has been used as an effective practice to support health professionals' skill development, longer-term career growth, and best possible patient care (Kilgallon & Thompson, 2012; Woolnough & Fielden, 2017). More specifically, in nursing practice mentoring has been viewed as a mean to help mentees (students and novice nurses) to develop skills, competencies, self-confidence, networking, socializing and career opportunities (Andrews & Wallis, 1999; Huybrecht et al., 2011; Kopp & Hinkle, 2006). In business and industry contexts, mentoring has been viewed as a means for improvement of organizational effectiveness and employee commitment (Donaldson et al., 2000; Gibson, 2004).

The overarching dimension of mentoring, commonly accepted across professions and disciplines, is that mentoring is a developmental relationship (Dominguez & Kochan, 2020). As such, mentoring entails forming a mutually supportive, trusting, and meaningful association between knowledgeable, skilled, or experienced individuals or professionals (i.e., mentors) and less experienced or knowledgeable, beginning or novice individuals (i.e., mentee) with a goal of supporting their professional growth and development. This developmental relationship entails the use of a "critical friend" (Costa & Kallick, 1993), an individual who provides assessment feedback to another—a colleague, a peer, a subordinate or a student—or to a group. As a trusted person, this critical friend may

offer suggestions and recommendations, ask provocative questions, provide another perspective or lens, and offer critique of a person's work as a guiding friend. As an advocate for the success of that work, "a critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward" (p. 50). In addition, traditional one-on-one mentoring has evolved (Kram & Ragins, 2007) to include developmental networks and high levels of collaboration, reciprocity, shared leadership, and co-mentoring (Mullen, 2012). Dominguez and Kochan (2020) noted that contemporary mentoring often occurs within the context of developmental networks, wherein a mentor is no longer a sole entity providing services but rather becomes a portal to networks of people, data, and information. As a result of this shift in the nature of mentoring, there is more reciprocity and mutuality between the mentor and mentee, who both participate and receive benefits from mentoring relationship.

In general, mentoring practice aims at helping, advising, supporting, sponsoring, and guiding mentees to gain a wide variety of skills, abilities, and attributes. Summarizing the definitions and dimensions of mentoring found in the extant literature, Dominguez and Kochan (2020) posited that mentoring as a multidimensional practice includes instrumental functions (i.e., career support and skills development) and relational functions (i.e., modeling, psychosocial support, and sponsorship and networking). These authors added that the essence of mentoring comes down to "sharing with other individuals to benefit and help them grow" (p. 15). Common benefits of mentoring for mentees include networking, development of interpersonal skills, and support with work-related training (Johnson, 2017; Lunsford et al., 2017). Individuals who have mentors usually do better in organizations and have more success in their careers (Mullen, 1997), manifest more job satisfaction (Seibert, 1999), receive more promotions (Whitely et al., 1991), and have lower turnover intentions (Scandura & Viator, 1994). Researchers found that mentoring facilitates the growth and learning of mentees, reduces stress, increases confidence and motivation, and creates a safe context for them to achieve success, develop independence, and improve decision-making and problem-solving skills (Allen & Eby, 2007; Hobson et al., 2009; Lacey, 2000; Lankau & Scandura, 2002).

While the ultimate goal of mentoring is to support the mentee, both mentors and mentees can benefit from the mentorship relationship through collaboration which can result in continued growth and learning experienced differently by each (Hascher et al., 2021; Hobson et al., 2009; Kutsyuruba & Godden, 2019). Some of the benefits for mentors include career revitalization, social recognition, personal satisfaction, and power increase (Noe et al., 2002). Role modeling, counseling, and

validation are other avenues applied in mentoring, through which both parties can experience an increase in self-confidence and psychological support (Clark & Byrnes, 2012; Lynn & Nguyen, 2020; Mullen, 2017). Ragins et al. (2000) emphasized that it is the quality of the mentoring relationship that has an important influence on its outcomes and benefits to those involved. Mentoring can also have a constructive impact on the organization and/or the culture within which it occurs. In turn, this can foster positive influences upon the individuals and relationships of those living and working within these environments (Kochan & Pascarelli, 2012).

Overall, mentoring in the professions and workplace often has the dual aims of personal support and professional learning that help mentees to assimilate into new roles, responsibilities as well as to develop employment-related skills. However, the positive impact that mentoring can have on the wellbeing<sup>1</sup> of both the mentor and mentee, is less often the focus of discussions. While there are multiple perspectives on the notion of wellbeing, most views tie the concept to various dimensions of wellness, such as physical, social, emotional, financial, intellectual, spiritual, environmental, and occupational (Diener et al., 2017). While we discuss various perspectives on wellbeing later in this chapter, the notion of wellbeing that is instrumental for this book 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 (Keyes, 2002; Ryan et al., 2008; Seligman, 2011).

Although wellbeing has not been frequently mentioned in the mentoring literature until recently, decades ago several researchers argued that mentoring can be beneficial both to mentees' careers and to their social-emotional wellbeing (Huang & Lynch, 1995; Noe et al., 2002). However, due to the nature of their role, mentors have the capacity to support the wellbeing of their mentees, providing coaching, guiding, advocacy, counseling, help, protection, feedback, and information that they would otherwise not have (Kutsyuruba, 2012). Aside from the professional and academic benefits that have heavily dominated the extant literature (Lunsford et al., 2017), mentorship also warrant social and personal benefits (Colvin & Ashman, 2010; Lorenzetti et al., 2019), support collegial relationships and personal wellbeing (Wilson et al., 2017), and reduce burnout (Leung et al., 2021). As Hobson (2016) argued, the support of the wellbeing of mentees and protégés is an essential part of the mentor's role. Hobson elaborated that effective mentoring aims "to support the mentee's learning, development and wellbeing, and their integration into the cultures of both the organisation in which they are employed and the wider profession" (p. 88). Orsini (2023) suggested that mentoring

should include a strong working alliance, high levels of social support, and, ideally, a transformational relationship in which the mentor inspires, transforms, and motivates their mentee which, as he theorizes, will support wellbeing.

Envisioning the landscape of mentoring for the 21 century, [Kram and Ragins \(2007\)](#) noted the following:

Mentoring may be associated with a range of positive psychological out-comes, such as thriving, resilience, optimism, and self-efficacy, as well as positive physiological outcomes relating to physical and mental health and well-being. The idea that several of these outcomes (e.g., self-awareness, empathy) have the potential to launch a cycle of positive growth, both in the individual actors and in developmental relationships and networks, calls for study of the iterative processes inherent in relationships over time. (p. 675)

These authors inferred that the potential for a negative cycle of dysfunctional relationships and outcomes can lead to ineffective mentoring that can result in mistrust and despair which adversely affect the quality of relationship quality and the conditions necessary for growth-enhancing connections in mentoring. Therefore, by adapting a positive perspective and challenging mentees' negative self-views, mentors can grow mentees' self-confidence and self-esteem, thus enhancing their overall wellbeing ([Eby et al., 2008](#); [Johnson, 2007](#); [Rhodes, 2005](#)).

Seeing a need for a better understanding of the role of mentoring in supporting wellbeing across the professions and disciplines, we initiated this edited volume to explore how mentoring can promote mental health, build resilience, develop capacity to maintain, sustain, and promote emotional, psychological, and social wellbeing *for all* in various organizational settings. We endeavored to seek out researchers and practitioners who had undertaken work in this area within various professional settings. We did so with the purpose of helping others understand and offer practical suggestions on how professionals from a variety of disciplines can attune to the importance of maintaining their own wellbeing and fostering the wellbeing among those they mentor and with whom they work. Furthermore, we anticipated that learning how wellbeing could be supported through mentoring in different locales and diverse settings might help with understanding the specific, contextualized factors conducive to flourishing in organizations.

In this introductory chapter, we first provide a brief overview of the theoretical underpinnings of the notion of wellbeing as the key concept for our inquiry into mentoring practices. Then, we introduce the contributed chapters to this book and provide a guide to readers regarding what each of the chapters in this edited book may bring to our collective understandings of the role of mentoring for wellbeing in organizational settings.

## FRAMING THE CONCEPT OF WELLBEING

Most frequently, the notion of wellbeing has been positioned in relation to the overarching concept of health, defined by the World Health Organization (WHO) as a “state of complete physical, mental and social well-being and not merely the absence of disease or disability” (2005, para 2). WHO further differentiated between health and mental health, viewing the latter as an integral component of overall health and wellbeing that underpins the individual and collective abilities to make decisions, build relationship, and shape the communities. WHO (2022) defined mental health as the “state of well-being in which an individual realizes his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her community” (para. 1).

In the literature, wellbeing is often described as an individualized personal experience that encompasses mental health, longevity, and functionality (Diener, 2000). According to multiple scholars (Alessandri et al., 2020; La Placa et al., 2013; Lundqvist, 2011), one of the most highly cited definitions of wellbeing is “judging life positively and feeling good” (Center for Disease Control and Prevention, 2018). According to this view, the physical, social, economic, emotional, psychological wellbeing of the individual goes alongside life satisfaction and engagement in activities and work. Other definitions, mainly from positive organizational scholarship and positive psychology fields, position wellbeing as the combination of feeling good (positive emotions, positive relationships, a sense of meaning) and functioning well (feelings of engagement and achievement) (Huppert, 2009; Seligman, 2011). Marks and Shah (2005) argued that wellbeing is more than just happiness and that the concept also includes “developing as a person, being fulfilled, and making a contribution to the community” (p. 505).

Wellbeing has been understood to include three hallmarks; it is a personal experience that varies among individuals, it includes positive aspects of mental health, as opposed to mere absence of mental illness, and it is measured in longevity (Diener, 1984). Taken together, these hallmarks have been labeled as subjective well-being (SWB). SWB is further defined as “people’s overall evaluations of their lives and their emotional experiences,” including “life satisfaction and health satisfaction judgments, and specific feelings that reflect how people are reacting to the events and circumstances in their lives” (Diener et al., 2017, p. 89). Thus, SWB is heavily influenced by contextual and societal variables. On the contrary, objective wellbeing (OWB) is associated with material wellbeing such as physical and environmental health (Alatartseva & Barysheva, 2015). OWB is commonly viewed outside of environments and contexts in society; while subjective wellbeing encompasses multiple aspects of an individual’s context and internal feelings of wellbeing and satisfaction (Alatartseva & Barysheva, 2015; Delgado-Lobete et al., 2020). SWB consists of five main elements—positive emotions,

engagement, relationships, meaning, and accomplishment (i.e., PERMA model; Seligman, 2018)—which create a sense of flourishing. Conceived of as the pinnacle of human functioning, flourishing is closely linked resilience, self-fulfillment, contentment, and happiness (Fredrickson & Losada, 2005; Gable & Haidt, 2005; Haybron, 2008; Martin & Marsh, 2006; Seligman, 2011). Flourishing is commonly defined as the “the achievement of a balanced life in which individuals feel good about lives in which they are functioning well” (Keyes, 2016, p. 101). Therefore, flourishing entails more than the pursuit of inner happiness (emotional wellbeing); it also concerns positive positioning of an individual toward life (psychological wellbeing) and in relation to other individuals (social wellbeing) (Kutsyuruba et al., 2021). Representing a shift away from a perspective that emphasizes deficits, gaps and shortcomings, this view promotes the development of positive characteristics, outlooks, habits, and mental models (Achor, 2011; Ben-Shahar, 2008; Keyes et al., 2012; Seligman, 2011).

Studies have shown that understanding strengths and using a positive lens of inquiry—as opposed to a deficit model of thinking—can decrease stress, anxiety, and depression and can increase resilience, vitality, and happiness, which in turn, promote success and improved performance (Lyubomirsky, 2008; Sin & Lyubomirsky, 2009). Positive emotions enliven peoples’ further resources for intellectual, physical, social, and psychological capabilities (Diener, 2000; Fredrickson, 2008; Fredrickson et al., 2008). Researchers have shown that there are considerable benefits and advantages from a focus on the goodness, virtuousness, and vitality in one’s life and interactions and relationships with others (Bakker & Schaufeli, 2008; Cameron & Caza, 2004; Cameron et al., 2003; Roberts & Dutton, 2009). Whereas “self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy” signify positive psychological functioning, “social coherence, social actualization, social integration, social acceptance, and social contribution” represent aspects of positive social functioning (Keyes, 2002, pp. 108–109).

Similar to Seligman’s (2011) theory of flourishing, Noble and McGrath’s (2015) model of wellbeing outlined a broad focus beyond feeling good and promoting a positive outlook (positivity) to include the need for relationships, strengths, purpose, engagement, resilience, and having meaningful goals or outcomes. Taking a different angle, Dodge et al. (2012) defined wellbeing as “a balance point between an individual’s resource pool and the challenges faced” (p. 230). In this view, stable wellbeing is achieved when individuals have the psychological, social, and physical resources they need to meet certain psychological, social, and physical challenges. This view allows us to understand wellbeing as experienced along a continuum that stretches beyond meeting demands or surviving challenges and extends to experiencing wellbeing as thriving or flourishing within the school environment (Carmeli & Spreitzer, 2009; Quinn, 2015; Spreitzer et al., 2005).

## OVERVIEW OF THE BOOK

This edited volume expands and adds to the existing literature on mentoring across the professions and disciplines by offering a collection of works from authors who examine the theory and practice of mentorship and the notion of wellbeing and establish the connection between two constructs in various settings and through different lenses. Through these chapters, authors help us better understand the nature and dimensions of mentoring that can develop, nurture, sustain and support wellbeing as a central focus in mentorship relationships across different disciplinary and professional settings.

This volume is loosely organized based on the context and focus of mentoring that authors describe. Without clearly defined sections, we structured the chapters in this book to tell the story of wellbeing that starts with the general overview of an effective, wholistic and mentee-focused approaches to mentoring for wellbeing through inquiry and interventions. The storyline then shifts toward the focus on the mentoring of trauma-affected young adults toward maturation and flourishing and use of trauma-informed mentoring practices in the workplace. Noting the significance of attending to the spiritual aspects of wellbeing, the next chapters describe work-related spiritual mentoring and pastoral care. The next several chapters describe the use of mentoring for increased engagement in the workforce and positive leadership development in organizations. The middle of the story zooms in on the mentoring in educational organizations, to describe various perspectives on growing the wellbeing of preservice and early career teachers as well as graduate students. Highlighting the importance of developing wellbeing capacity not only in students, but also in staff and faculty, the next chapters describe effective mentoring practices and strategies for growing community and the support of the wellbeing of faculty and researchers in higher education settings. The next chapters describe approaches to building resilience and promoting wellbeing through mentoring in interprofessional health, medical education, and nursing. Finally, the second last chapter details innovative approaches to mentoring for nurturing and promoting wellbeing among pilots in the field of aviation.

In Chapter 2, Keith Walker and Kabini Sanga demonstrate how inquiring conversations between a mentor and mentee can result in profound promotion of mentee wellbeing. Drawing on personal experiences with inquiring mentors and the use of Socratic and maieutic approaches to mentoring, the authors introduce a heuristic for thinking about wholistic mentorship inquiry through a four-fold approach of giving attention to mentee identity, discernment, exploration and task engagement. This chapter offers 20 types of inquiry questions for mentors to use in conversations with mentees to address various dimensions of their personal, interpersonal and workplace practices and promote wellbeing.