



Book Series

Perspectives on Mentoring

Series Editors

Frances K. Kochan, *Auburn University*



**INTERNATIONAL
MENTORING ASSOCIATION**

Mentoring has become an important aspect of professional development in a wide variety of fields such as education engineering and business. There is an increased interest in the topic 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 have this experience. This series will focus on various aspects of the mentoring process.

Books in this series:

- Creating and Sustaining a Collaborative Mentorship Team
- Mentoring at Minority Serving Institutions (MSIs)
- More Than a Mentoring Program
- Across the Domains
- Best Practices in Mentoring for Teacher and Leader Development
- Uncovering the Cultural Dynamics in Mentoring Programs and Relationships
- Mentoring for the Professions
- Global Perspectives on Mentoring
- Creating Successful Telementoring Programs
- The Organizational and Human Dimensions of Successful Mentoring Programs and Relationships

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Creating and Sustaining a Collaborative Mentorship Team A Handbook for Practice and Research

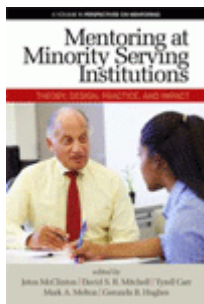
Dianne M. Gut, Ohio University; Beth J. VanDerveer, Ohio University; Mary Barbara Trube, Ohio University; Pamela C. Beam, Ohio University

2020. Paperback 978-1-64802-100-8 \$45.99. Hardcover 978-1-64802-101-5 \$85.99. eBook 978-1-64802-102-2 \$65.

In response to changes in the workforce, scholars are calling for mentoring that is more fluid, flexible, and responsive to the needs of diverse groups of individuals, whether culturally (Kochan & Pascarella, 2012; Kochan, Searby, George, & Mitchell Edge, 2015) or intergenerationally (Thorpe, 2012) diverse. With these changes, there are greater demands for intergenerational and intercultural collaboration and mentoring. One response to these changes is to take a more collaborative, interactive, and transformational approach to mentoring. In response, this book provides a model for collaborative mentoring, based on best-practice, grounded in theory and research, and framed by the Dynamic Model of Collaborative Mentorship. Each chapter provides a description of one of the five components of the mentoring model which are grounded in theory and include: agency, values, engagement, patterns, and roles. Individual chapters provide resources, prompts and questions to guide reflection, and suggested readings.

This book is authored by four individuals who work, research, and write as a team. The book itself is the product of their mentoring research as well as their mentoring practice in action. It is current and timely, focusing on team processes which are collaborative, dynamic, reflective, and continuously developing and evolving.

CONTENTS: CHAPTER 1: Introducing the Dynamic Model of Collaborative Mentorship: A Story from Initiation to Continuous Collaboration. CHAPTER 2: Agency. CHAPTER 3: Values. CHAPTER 4: Engagement. CHAPTER 5: Patterns. CHAPTER 6: Roles. CHAPTER 7: Implementation. References. Glossary. About the Authors.



Mentoring at Minority Serving Institutions (MSIs) Theory, Design, Practice, and Impact

Jeton McClinton, Jackson State University; David S. B. Mitchell, University of West Georgia; Tyrell Carr, Saint Augustine's University; Mark A. Melton, Saint Augustine's University; Gerunda B. Hughes, Howard University

2018. Paperback 978-1-64113-277-0 \$45.99. Hardcover 978-1-64113-278-7 \$85.99. eBook 978-1-64113-279-4 \$65.

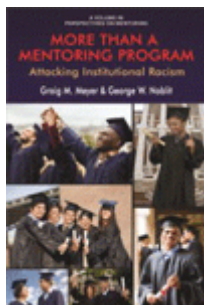
The primary thrust of the proposed volume is to provide information for higher education minority serving institutions (MSIs) and other institutions and individuals interested in providing and/or improving mentoring programs and services to a variety of target groups.

The editors are interested in how mentorship can produce beneficial outcomes for the mentor that may be similar to or different from outcomes in other educational contexts. Thus, the purpose of this volume is to showcase, through case studies and other forms of empirical research, how successful mentoring programs and relationships at MSIs have been designed and implemented.

Additionally, we will examine the various definitions and slight variations of the meaning of the construct of mentoring within the MSI context. It is our intent to share aspects of mentoring programs and relationships as well as their outcomes that have heretofore been underrepresented and underreported in the research literature.

CONTENTS: Introduction. **SECTION I: GENDER FOCUSED MENTORING PROGRAMS.** Faculty Women of Color: Peer Mentoring in a Virtual Community of Practice, *Deena Khalil and Dessynie Edwards*. Filling the Void: Redesigning Education by Integrating Proven Mentoring Support Systems That Help Students Persist, *Maricela Gonzalez-Silva*. No Role Models: The Experience of Black and Latino Men in a Mentorship Program at a Two-Year Hispanic Serving Institution, *Lazaro Camacho, Jr., Kayla C. Elliott, and Cristobal Salinas*. The RED Owl Collaborative: Leveraging Sisterhood and Social Justice, *Janeula M. Burt and Erinn Fears Floyd*. **SECTION II: GRADUATE STUDENTS MENTORING PROGRAMS.** African American Mentoring Program: A Soft Place to Land for African American Graduate Students, *Tonika Duren Green, Beverly Booker Ammah and Nicole Belisle*. Culture Shock: Promoting Mentoring and Professional Development for African American Doctoral Student Success, *Sheila D. Moore*. Mentoring Graduate Students For Success: The Necessity of Hogar, *Babette M. Benken and Bryan A. Rodriguez*. Student Perspectives of Mentor Relationships: The Extent to Which Social

Work Doctoral Students Are Impacted by Mentor Ideals and Types, *Kenya C. Jones and Nilajah M. Nyasuma Sims*. **SECTION III: STEM MENTORING PROGRAMS** Closing the Gap: An NSF-Funded Multi-Faceted Mentoring Approach to Reducing the Barriers to Academic Success for Underrepresented STEM Majors, *Mark A. Melton, Tyrell Carr, Alieu Wurie, Marino Green, Doreen Cunningham, and Grace Byfield*. Moving the Needle: A Peer Mentoring Program Impacting Graduation Rates for Underrepresented College Students in STEM, *Margie Vela, Melissa K. Demetrikopoulos, Mazen Shahin, and Melissa A. Harrington*. NanoHU: A Model of Community Mentoring for STEM Excellence at Hampton University, *Michelle O. Fletcher Claville, Sainath Babu, and Brandon C. Parker*. STEM Mentoring Programs to Prepare Career Scientists at San Francisco State University, *Frank Bayliss, Alan Peterfreund, and Ken Rath*. **SECTION IV: FRAMEWORKS IN MENTORING PROGRAMS.** An Academic Mentor/Protege Cross Cultural Theory and Practice: A Case Study, *Amber Daniel and Suzanne Franco*. Solving Undergraduate Retention Through Mentoring: A Case Study, *Leigh Remy, Debbi Johnson-Rais, and Jessica Cornely*. Strengths-Based Peer Mentoring: Collectivist Principles in Action, *Gloria Aquino Sosa and Tracy Pascua Dea*. **SECTION V: STUDENT FOCUSED MENTORING PROGRAMS.** Empowering Underrepresented First-Generation College Students Through Peer Mentoring in a Hispanic Service Institution, *Elsa Gonzalez, Hilda-Cecilia Contreras-Aguirre, Stephen Luis, and Roman Torres*. Increasing Cross-Campus Engagement: Understanding Student Athletes Through Faculty Mentorship, *Tiese Roxbury*. **SECTION VI: TEACHER EDUCATION AND SCHOOL ADMINISTRATION MENTORING PROGRAMS.** Mentoring Black Pre-Service Teachers to the Classroom: An Othermothering/Otherparenting Approach, *Lynnette Mawhinney and Emery Petchauer*. !Si, Se Puede! Creating Developmental, Relational Mentoring Networks for Future School Leaders, *Kathleen Cowin*. About the Contributors.



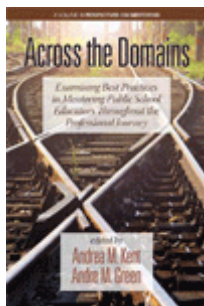
More Than a Mentoring Program Attacking Institutional Racism

Graig R. Meyer, The Equity Collaborative; George W. Noblit, University of North Carolina at Chapel Hill

2018. Paperback 978-1-64113-248-0 \$45.99. Hardcover 978-1-64113-249-7 \$85.99. eBook 978-1-64113-250-3 \$65.

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

CONTENTS: Preface: Working for Racial Equity. Acknowledgments. CHAPTER 1: More Than a Mentoring Program. CHAPTER 2: Learning From an Effective Program. CHAPTER 3: An Antiracist Model for Mentoring. CHAPTER 4: Enhancing the Effects of Mentoring. CHAPTER 5: Institutionalized Racism and Racial Identity Development. CHAPTER 6: Recentring Mentoring Around Students. CHAPTER 7: Systemic Advocacy. CHAPTER 8: Leadership and Staffing. CHAPTER 9: Operating in a Culture of Continuous Improvement. CHAPTER 10: The Work Is Never Done. Appendices. About the Authors.



Across the Domains Examining Best Practices in Mentoring Public School Educators throughout the Professional Journey

Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama

2018. Paperback 978-1-64113-104-9 \$45.99. Hardcover 978-1-64113-105-6 \$85.99. eBook 978-1-64113-106-3 \$65.

Across the Domains presents research that points to what “really matters” in what is such a complex field of practice.

Across the Domains consists of twelve chapters. Both formal and informal mentoring programs are examined, from the

perspective of both the mentor and mentee. There are traditional mentor-mentee relationships, e-mentoring, face-to-face mentoring, and blended mentoring studies. Included are mentors from higher education, school-based administrators, teacher leaders, and classroom teachers. Represented is both a national and international perspective. Questions for chapter reflection are included.

This book is written for university faculty teaching and interested in furthering the research, development, and dissemination of mentoring programs in Teacher Education, Educational Leadership and Higher Education Programs. In addition, this book would be beneficial for leaders of mentoring initiatives at a State Department of Education; P-12 Central Office Staff Program, Professional Developers, and School-based leaders; and researchers and practitioners who are members of organizations focused on mentoring.

CONTENTS: Introduction. Faculty Mentoring Through the Preservice to In-Service Teacher Pipeline, *Sarah K. McMahan, Rebecca R. Fredrickson, and Karen Dunlap*. A Mentorship Model for STEM Teacher Ed, *Susan Ferguson Martin and André M. Green*. A Quality Teacher Induction Program to Improve Teaching and Learning, *Patty J. Horn*. Mentoring Across Cultures: Relationships That Inspire Professional Growth, *Sara Efrat Efron, Jeffrey S. Winter, and Sherri Bressman*. e-Mentoring: Guiding Across Barriers Through Technology, *Benterah C. Morton and Krystie T. Nguyen*. Informal Mentoring Within an Online Community: The MathTwitterBlogsphere, *Christopher W. Parrish*. Learning to Become a Mentor: A Study of Elementary School Teachers' Professional Development, *Aline Maria de Medeiros Rodrigues Reali, Maria da Graça Nicoletti Mizukami, and Regina Maria Simões Puccinelli Tancredi*. It's Just What We Do: A Teacher's Story of Trust, Support, and Friendship, *Elizabeth R. Allison and Lindsey Martin*. The Mentoring Pyramid: A Case Study of Mentorship, *Lauren R. Brannan and Andrea M. Kent*. Mentoring Mathematics Teacher Leaders: Guiding the Transition from Classroom Teacher to Agent of Change, *Courtney K. Baker, Pamela Bailey, Margret Hjalmanson, and Lesley King*. Scaffolds for Change: The Gradual Increase of Responsibility Mentoring Model, *Vicki Collet*. Reigniting the Small Schools Movement in the Age of Charters, *Stuart Rhoden*. About the Editors. About the Contributors.



Best Practices in Mentoring for Teacher and Leader Development

Linda J. Searby, Auburn University; Susan K. Brondyk, Hope College

2015. Paperback 9781681232980 \$45.99. Hardcover 9781681232997 \$85.99. eBook 9781681233000 \$65.

Mentoring in educational contexts has become a rapidly growing field of study, both in the United States and internationally (Fletcher & Mullen, 2012). The prevalence of mentoring has resulted in the mindset that "everyone thinks they know what mentoring is, and there is an intuitive belief that mentoring works" (Eby, Rhodes, & Allen, 2010, p. 7). How do we know that mentoring works? In this age of accountability, the time is ripe for substantiating evidence through empirical research, what mentoring processes, forms, and strategies lead to more effective teachers and administrators within P-12 contexts.

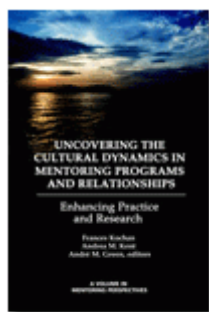
This book is the sixth in the Mentoring Perspectives Series, edited by Dr. Frances Kochan former Dean of the College of Education at Auburn University. This latest book in the series, co-edited by Linda J. Searby and Susan K. Brondyk, brings together reports of recent research on mentoring in K-12 settings for new teachers and new principals. The book has already garnered accolades from mentoring experts:

"You will want to add this high-quality volume on mentoring to your library! What a terrific resource for teachers, leaders, administrators, and mentoring scholars alike. Having first-hand knowledge of mentoring practices and programs for P-12 teachers and administrators can help with the national need to retain teachers and principals through such means as excellent, proven methods, programs, and processes of mentoring" ~ Carol A. Mullen, *Educational Leadership Professor, Virginia Tech, U.S. Fulbright Scholar; Kappa Delta Pi Presidential Commissioner*

"This volume, *Best Practices in Mentoring for Teacher and Leader Development*, forwards principles of effective mentoring, including the role and importance of talk in mentoring, using tools that make mentoring talk more purposeful, analyzing practice, involving mentors in opportunities to share their practice, providing space for mentees to have a voice in mentoring conversations, and promoting learning at all levels as part of instructional leadership in schools. Much research is still needed to build a sense of urgency that mentoring can matter, and ideas promoted within this book can contribute to this important conversation." ~ Randi Nevins Stanulis, *Professor, Department of Teacher Education, Michigan State University, and Director of Launch into Teaching*.

"This book is a huge first step in a field where best practices have not yet been agreed upon, and it is sure to be a leading voice in research on teacher and principal mentoring. As such, this book helps to bring together a variety of beliefs, evidence, and practices in teacher and principal mentoring, and gives a clear pathway for others trying to establish best practices in their mentoring fields. For those in the K-12 fields, and in all mentoring practices, this is a thought-provoking, must-read." ~ Nora Domínguez, *International Mentoring Association, President and CEO*

CONTENTS: Foreword, *Frances Kochan*. Book Introduction, *Linda J. Searby and Susan K. Brondyk*. Complexities and Possibilities in the Changing Landscape of K-12 Teacher and Principal Mentoring, *Susan K. Brondyk and Linda J. Searby*. The Reciprocity of Mentoring in School/University Partnerships, *Danielle V. Dennis and Audra K. Parker*. Mentoring Within a Comprehensive Induction Program: Roles and Outcomes, *Amanda R. Bozack*. E-Mentoring: Use of Reflection Rounds in Teacher Mentoring, *Carmen Gloria Núñez, Verónica López, Bryan González, Carola Rojas, Evelyn Mujica, Evelyn Palma, and Cristina Julio*. Face to Face, Online and Hybrid Mentoring for Inservice New Teachers, *Ya-Wen Cheng, Mark J. Volkmann, and Deborah L. Hanuscin*. A Unique Model of Pre-Service Teacher Mentoring, *Elizabeth Doone and Karen Colucci*. Crossing Borders on the Border: Implementing a Mentoring Network, *Etta Kralovec and Laura Gail Lunsford*. Moving Beyond One-to-One Mentoring: Collaborative Structures and Systems Thinking, *Lara H. Hebert and Elizabeth A. Wilkins*. Promising Practices for Developing Teacher Leaders in High Schools: The Principal's Role, *Tricia Browne-Ferrigno, Amanda Perry Ellis, and Matthew Douglas Thompson*. How an Assistant Principals' Academy Evolved into Dynamic Peer Mentoring Experiences, *D. K. Gurley and L. Anast-May*. Best Practices for Mentoring Urban Principals, *Charles L. Slater and Constance Magee*. Leaders Helping Leaders: Mentoring After Mentoring, *John Daresh*. A Collaborative Model for Supporting Beginning Principals: Consultant Coaching, *Mary Bearden Martin and Linda J. Searby*. Mentoring Mid-Career Principals to Build Capacity for Change in Schools, *Kenya L. Reese, Jane Clark Lindle, Matthew R. Della Sala, Robert C. Knoeppel, and Hans W. Klar*. A Summary of the Best Practices in Mentoring in P-12 Education, *Linda J. Searby and Susan K. Brondyk*.



Uncovering the Cultural Dynamics in Mentoring Programs and Relationships

Enhancing Practice and Research

Frances K. Kochan, Auburn University; Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama

2014. Paperback 9781623968519 \$45.99. Hardcover 9781623968526 \$85.99. eBook 9781623968533 \$65.

Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research.

The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs.

Endorsements

All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for co-learning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. *Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council*

In this boundary-spanning volume, the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present

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

CONTENTS: Introduction, *Frances K. Kochan*. **SECTION I: EXPLORING CULTURE WITHIN MENTORING RELATIONSHIPS.** The Individual, Culture, and Mentoring, *André M. Green*. Women’s Ways of Collaborating: A Study of Cross-Cultural Peer Mentoring, *Ann Unterreiner, Joyanne De Four-Babb, Anne L. Kern, and Ke Wu*. Strength-Based Peer Mentoring in Undergraduate Education: An Avenue for Mutual Growth and Understanding, *Cathleen Morreale and Heather Hagenbuch*. Examining the Influence of Mentor Sociodemographic Profiles on Mentoring Activities, *Manju P. George*. A Cultural Connection to Identity Development for Graduate Female Students of Color, *Brenda Marina*. Navigating Cross-Cultural Mentoring Relationships to Assure Success for Immigrant Entrepreneurs: An In-Depth Analysis, *Roxanne Reeves*. **SECTION II: THE IMPACT OF ORGANIZATIONAL CULTURE ON MENTORING.** The Organization, Culture, and Mentoring, *Andrea M. Kent*. eMediated Mentoring: Factors that Influence Online Mentoring Experiences for Secondary Science Teachers, *Eunjin Bang, Sissy S. Wong, Jonah B. Firestone, and Julie A. Luft*. Constructing a Professional Learning Community of Mentors and Researchers: Cultural Dimensions of a Process, *Aline Maria de Medeiros Rodrigues Reali, Regina Maria Simões Puccinelli Tancredi, and Maria da Graça Nicoletti Mizukami*. (Re)Viewing Mentoring Relations: Culture, Contexts, Cameras and the Complexity of Being Persons-in-Relation in Mentoring, *Linda Craig*. Developing a Culture of Collaboration Using Mentoring Triads in a Preservice Teacher Program, *Angelina Ambrosetti, John Dekkers, and Bruce Allen Knight*. Cultural Influences that Facilitated and Hindered the Mentoring Process: A Longitudinal Review, *Gary M. Kilburg*. **SECTION III: THE INFLUENCE OF SOCIETAL CULTURE ON MENTORING.** The Organization, Culture, and Mentoring, *Frances K. Kochan*. Culture and Mentoring: Teacher Preparation in the U. S. Mexico-Borderlands., *Laura Gail Lunsford and Estrella Ochoa*. Enhancing Multicultural Competence and Communities through Transformative Mentoring within International Immersion Programs, *Suhyun Suh and John Dagley*. A Culture of Trust or an Ideology of Distrust: Comparing Finnish and Swedish Educational Culture and the Impact on National Mentoring Approaches, *Göran Fransson*. The Cultural Dynamics of Mentoring in the Sociopolitical Context of Teacher Education in the Republic of Ireland, *Geraldine Mooney Simmie and Joanne Moles*. An Old Tradition and the New Beginning: Mentoring in Africa, *Hilary Geber*. Enhancing Career Success for Aboriginal Professionals: Uncovering the Cultural Interface within Mentoring, *Al Dawood, Naomi Konza, and Ann Rolfe*. Love Punks: Digital Creativity and Young People Making a Difference, *Stuart Campbell and Dave Palmer*. About the Authors.



Mentoring for the Professions Orienting Toward the Future

Aimee Howley, Ohio University; Mary Barbara Trube, Ohio University

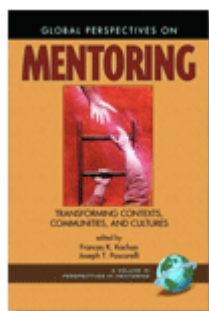
2014. Paperback 9781623968359 \$45.99. Hardcover 9781623968366 \$85.99. eBook 9781623968373 \$65.

This edited volume brings together conceptual and empirical work from various professional fields to inform a perspective on mentoring that goes beyond what is needed for today and orients toward what is needed for the future in order to promote healthy and productive organizations. This perspective is important because the pace of change in organizations is rapid--and increasingly so. Under conditions of rapid and on-going change, employees, students, and colleagues all are learners; and the learning needs of these adults demand meaningful and focused strategies for professional development. A major strategy with demonstrated value for fostering learning among adults is mentoring, which contributes both relational and structural support for such learning. This support helps organizations build communities of practice in which colleagues alternate the role of mentor and mentee by sharing different types of expertise and different perspectives on organizational challenges.

Chapters within the book focus on theoretical perspectives on mentoring, the connection between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building. Furthermore, some chapters explore the similarities and differences in

individual versus group mentoring. And some of the contributions elaborate linkages among mentoring concepts and those used in related practices such as coaching and distributed leadership.

CONTENTS: Dedication. Preface. **PART I: CONCEPTUALIZING MENTORING.** Mentoring: Its Nature and Practices across the Professions, *Mary Barbara Trube*. Mentoring for Effective Leadership in Higher Education Organizations, *Renée A. Middleton*. Mentors' Perspectives on Mentoring for the Professions, *Barbara Trube and Guofang Wan*. Mentoring Style: Insights from the Development of an Instrument for Cooperating Teachers, *Aimee Howley, Marged H. Dudek, Natalie Williams, and Barbara Trube*. **PART II: MENTORING IN PROFESSIONAL FIELDS & THROUGH PROFESSIONAL ORGANIZATIONS.** Peer Coaching in a Co-Teaching Mentoring Model, *Dianne M. Gut and Pamela C. Beam*. Mentoring for Success in a Two-Year Degree Program: Peer Mentors as Expert Helpers, *Barbara A. Mahaffey and Alvin S. Mares*. Mentoring and Other Professional Support for Faculty in Institutions of Higher Learning: A Study Report, *Justina Osa, Andean Oliver, and Tracy Walker*. First Bosses as Early Career Mentors for Women in Retail Merchandising, *Allison Thornburgh and V. Ann Paulins*. The Stanford Way: A Case for Mentoring Female Coaches in Women's Basketball, *Tara VanDerveer, Vikki Howard, and Beth VanDerveer*. A Learning Outcomes Model for Mentoring Adjunct Faculty, *Richard G. Maybee*. Mentoring Doctoral Students, *Gregory D. Foley*. **PART III: MENTORING WITH DIFFERENT POPULATIONS.** Mentoring Diverse Doctoral Students: Lessons from the Field, *Martha N. Ovando*. Women Faculty in STEM and the Value of Mentoring in Advancing the Field, *Maureen Doyle-Scharff and Valerie Martin Conley*. Adventures in Collaboration: Mentoring, Instructional Rounds, and Shared Leadership in Improving Teaching and Learning in a Rural School District, *James A. Salzman and Karen Boch*. Improving Teacher Preparation, Enhancing STEM Education and Creating a STEM Pipeline through Mentor-Assisted Enrichment Projects, *William A. Gray and Marilynne Miles Gray*. Coaching and Mentoring in Adult Basic Education, *Sharon Reynolds, Cristine Smith, and Kimberly A. Johnson*. Mentoring for School Administrators: Leadership Project, *William K. Larson*. The Role of the Mega-Institution in Advancing Mentorship through an Early Career Symposium, *David Richard Moore and Jozenia Torres Colorado*. A Conceptual Framework for Incorporating Mentoring in the Clinical Supervision of Mental Health Professionals, *Yegan Pillay, Bethany Fulton, and Timothy Robertson*. Mentoring Through Service Learning, *Peter C. Mather, Diana L. Marvel, and Lisa V. Nelson*. Author Biographies.



Global Perspectives on Mentoring Transforming Contexts, Communities and Cultures

Frances K. Kochan, Auburn University

2006. Paperback 1-930608-38-1 978-1-930608-38-2 \$45.99. Hardcover 1-930608-39-X 978-1-930608-39-9 \$85.99. eBook 9781607528708 \$65.

This book will examine mentoring from a global perspective in an effort to discover the commonalties and differences, not only in diverse fields of practice, but across a wide range of contextual Place your subscription or standing order today! settings. Each chapter of the book will contain an overview of the program, problems encountered and solutions to them, benefits, outcomes, impact, and thoughts for reflection and consideration. The editor will examine common themes and explore their cross cultural implications. The volume is intended for those interested in the concept of mentoring in any professional setting and culture. It will provide important insights into how to create a mentoring program, strategies for overcoming problems, and methods for assessing outcomes and impact.



Creating Successful Telementoring Programs

Frances K. Kochan, Auburn University

2005. Paperback 1-930608-40-3 978-1-930608-40-5 \$45.99. Hardcover 1-930608-41-1 978-1-930608-41-2 \$85.99. eBook 9781607527046 \$65.

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

CONTENTS: Introduction. **Section I. Elements of Success.** Mentoring and the Technology Revolution: How Face-to-face Mentoring Set the Stage For E-mentoring, *Peg Boyle Single and Richard M. Single*. Effective Mentoring at a Distance: A Collaborative Study, *Sue M. Gordon, Jenny Edwards, Gail L. Brown, Fran A. Finnegan, Victoria Yancy, Amy Y. Butler, Wanda D. Davis and Denise M. Stitt*. Identifying Essential Elements of Successful E-mentoring Programs Through Needs Assessment, *Christina A. Kasprisin and Peg Boyle Single*. **Section II. Role Changes and Systems of Support.** Developing a Telementoring Taxonomy to Improve Online Discussions, *William Brescia*. Technology and Mentoring Practices Within Academic Settings, *Sara E. Wolf and Maria Martinez Witte*. Facilitating Faculty Development Through Mentorship: From Traditional to Technology-enhanced Teaching, *Neil D. Gomes and Carol A. Mullen*. **Section III. Program Initiatives.** Mentors Online: Ementoring for Self-employed Professionals, *Kim Rickard*. Online Learning at Shenandoah University School of Pharmacy: Implications for Mentoring the Online Learner, *Evan T. Robinson and Scott K. Stolte*. Investigating Telementoring With Preservice and Professional Teachers: Exploring the Issues and Challenges, *Susan C. Brown and Marcella L. Kysilka*. Electronic Networking to Support Telementoring, *Robert J. Beebe, Louis Trenta, Duane Covrig, Patrick Cosiano and Harry Eastridge*. **Section IV. Perspectives.** What Do They Mean By "Success"? Examining Mentees' Perceptions of Success in a curriculumbased Telementoring Program, *Mahboubeh Asgari and D. Kevin O'Neill*. Enhancing Music Field Experiences With Telementoring, *Kimberly C. Walls*. Is "Dialogue" Possible Online: Findings From an International Study of Educators Engaged in Professional Mentoring Groups in a Web-based Environment, *Kristen M. Snyder*. Distance mentoring Along the Doctoral Speedway, *Jim Killacky and Diann Brown*. Taking a Panoramic View of Our Travels (Summary), *Frances K. Kochan*.



The Organizational and Human Dimensions of Successful Mentoring Programs and Relationships

Frances K. Kochan, Auburn University

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