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 not have this experience. This series will focus on various aspects of the mentoring process.

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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 & Pascarelli, 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:

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.

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.


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.


Best Practices in Mentoring for Teacher and Leader Development

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


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.
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

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)


**Mentoring for the Professions Orienting Toward the Future**

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


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.


Global Perspectives on Mentoring
Transforming Contexts, Communities and Cultures
Frances K. Kochan, Auburn University

This book will examine mentoring from a global perspective in an effort to discover the commonalities and differences, not only in diverse fields of practice, but across a wide range of contextual 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

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.

The Organizational and Human Dimensions of Successful Mentoring Programs and Relationships

Frances K. Kochan, Auburn University


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. This book examines mentoring with a focus on enhancing opportunities for those traditionally ignored in the mentoring process. It includes chapters about mentoring in a variety of settings with varied populations to capture the essence of the experience. The editor gleaned the chapters to present an analysis of the organizational factors which should be considered when designing a mentoring program and the human side of the mentoring process. The book should be of interest to those who want to foster the success of others through organizational mentoring initiatives as well as to individuals who wish to participate in mentoring endeavors as a mentor or mentee.
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