THE WILEY INTERNATIONAL HANDBOOK OF
MENTORING

Edited by

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LINDA J. SEARBY, FRANCES KOCHAN,
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The Wiley International Handbook of Mentoring

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The Wiley International Handbook of Mentoring

Paradigms, Practices, Programs, and Possibilities

Edited by

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Contents

Preface

The Wiley International Handbook of Mentoring: Paradigms, Practices, Programs, and Possibilities is presented as a text in which international authors offer commentaries and share interpretations on the components of mentoring in today's networked world society with varied cultural vantage points. This internationally focused *Handbook* serves to deepen the understanding and implementation of mentoring. Furthermore, it is our hope that the *Handbook* validates mentoring in any culture, (a) aids one's chances of promotion on the job or completion of a task, (b) provides socialization and assimilation into one's respective profession or new position, (c) facilitates success in maneuvering through personalities, politics, policies, and procedures, (d) gives women and/or individuals from diverse groups value-added and equitable access to resources and information, (e) improves diversity initiatives, (f) addresses skill and knowledge gaps, (g) develops leaders, (h) increases employee commitment, participation, and retention, (i) helps build one's network, and (j) offers one different views of situation or helps one see different avenues to approach challenges.

Why Is Mentoring Important?

Mentoring appears to be more important than ever before, particularly from an international perspective. We believe this is due to the interconnectedness of societies around the world via instant communications. Due to this situation, there is a need to understand other cultures better in order to impact the social good and global economic outcomes. Mentoring can aid in such understandings via the mere basis of mentoring, and that is the development of empathic relationships.

We acknowledge that mentoring is actualized in a world of uncertainty. There is uncertainty in terms of time—it seems there is less time for professional priming and succession planning; there is uncertainty in terms of resources—it seems there are shrinking budgets for professional development and advanced training; and there is uncertainty in the mental health of many youth—it seems there is a lack of sophistication or naivety in terms of building strong structures for increasing human capacity. Therefore, effective personal mentoring and mentoring programs become even more important than ever in a world of resource deprivation and uncertainty.
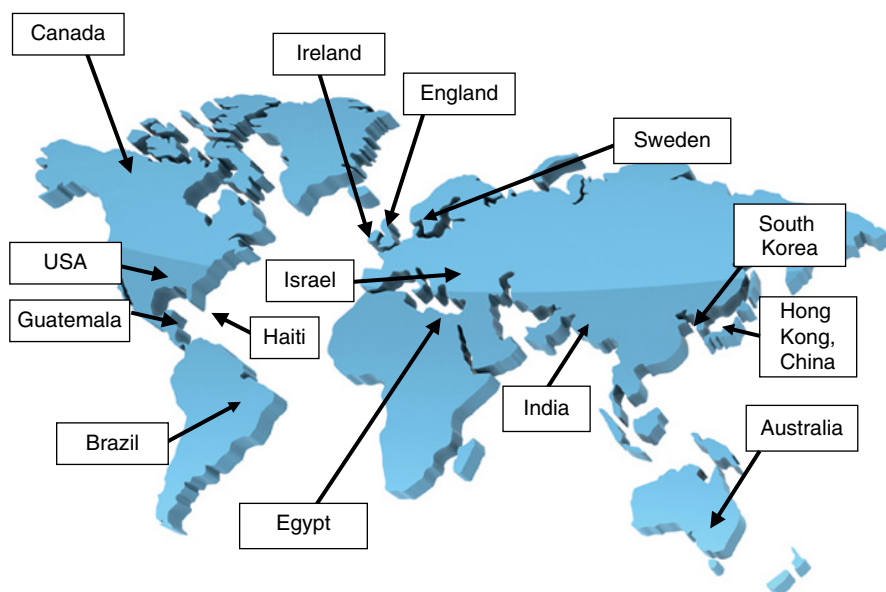
Figure 1 Countries of Perspectives of Contributing Scholars

What the *International Handbook* Offers

The *Handbook* provides the first collection in the area of mentoring in which the authors and editors apply theory to practice and research, programs, and recommendations from an inclusive, international perspective. Such a collection should enable readers to put theory into action, while considering cultural contexts and laying a theoretical foundation for further research internationally. This *Handbook* includes a panorama of introspections on mentoring from international scholars and practitioners who will contribute as a global collective with perspectives from 14 countries and 6 continents (Figure 1).

Construct and Structure

Rather than having an introduction to sections, the reader will find that each section includes a final synthesis chapter authored by the section editor(s) that captures the essence of the lessons learned within a global mentoring context, along with research avenues recommended for further exploration. As a content analysis and synthesis of the chapters within each section, it is itself a culturally attuned research endeavor. This makes the *Handbook* totally unique from any other, which may make it an appropriate and essential volume for a global readership and for those teaching mentoring courses, for trainers, and for researchers and practitioners in a variety of fields such as business, education, government, politics, sciences, industry, or sports. The book also differs from other volumes, because it moves from the theoretical foundations of mentoring to mentoring

programs, to best practices in mentoring, and finally to the future possibilities of mentoring. There is no other handbook volume that has this type of sequencing with an international composition. The four sequences of the book are: (a) mentoring paradigms, (b) mentoring practices, (c) mentoring programs, and (d) mentoring possibilities. Each is discussed as follows.

Section I: Mentoring Paradigms

First, we briefly introduce paradigms and disciplines. Kuhn (1962) reintroduced a most influential concept, that of a *paradigm*, which he put forward as a set of practices that define a scientific discipline at any particular period of time. Certainly, there are paradigms with sets of practices in the field of mentoring which come with their own vocabulary, operational definitions, purposes, strategies, outcomes, theoretical structures, programs, methods, and standards. Kuhn includes the term, "discipline," within the concept of paradigm.

Riggio (2013) indicated that there is not a clear answer as to what specifically defines an academic discipline. However, he did state that a discipline emerges with consensus. He stated "Consensus refers to shared agreement about: (1) a circumscribed knowledge base, (2) research methodology, (3) content and procedures for training, and (4) professional, scholarly journals and association(s)" (p. 10). Mentoring is poised as an *emergent discipline* as it (a) has a set of practices that define it, (b) has a defined knowledge based with at least 20 years of published knowledge within a journal that is focused only on the topic of mentoring and within similarly focused published books, (c) has published studies using quantitative and/or qualitative methods grounded in the social sciences, (d) has content and procedures for training, and (e) has professional, scholarly journals, and associations.

Within the past 35 years since Kram's (1985) book, *Mentoring at Work: Developmental Relationships in Organizational Life*, numerous paradigms of mentoring have emerged. We contend that from an epistemological, paradigmatic perspective, mentoring has materialized over time as a way of knowing— knowing the other and knowing oneself; knowing when to mentor, when to decline, and when to be mentored; knowing what to say and what to do in a mentoring dyad or group; knowing who to mentor; knowing who should be a mentor; knowing where to mentor; and knowing how to mentor and how often to mentor or be mentored. Just as Kuhn proposed that major epistemological changes, or paradigm shifts, take a social revolution, we propose that the paradigm of mentoring with the past three decades of research, practice, and work in the field has been pushed forward, not so much by a social revolution but by a professional movement and consensus. We believe that the mentoring paradigms presented within this *Handbook* will further the core knowledge on mentoring, pushing it further toward a discipline. Thus, it is an appropriate topic with which to begin the *Handbook*. This section on Mentoring Paradigms should lead readers to a basic understanding of mentoring from the vistas of the authors who hail originally from Canada, Egypt, Guatemala, South Korea, and the United States.

Section II: Mentoring Practices

Practices, or sets of practices, are components of a paradigm and of a discipline. It is therefore appropriate to provide global examples of mentoring practices that have proven to be successful and those that are promising new innovations. A search on Google related to mentoring practices or practices of mentoring yielded over 5 million hits and in a search of large databases on the topic of mentoring practices, there were 3,383 articles, 317 text sources, 268 books, 247 reviews, and 181 conference proceedings. From a global perspective, authors from Brazil, Canada, Haiti, and the United States share practices of mentoring with the following general topics: practices related to mentoring new faculty; mentoring as a community of practice; mentoring practices among women of color; practices for mentoring protégés; collaborative practices in mentoring; cross-cultural practices; online mentoring, practices in mentoring principals, and mentoring practices in higher education and community colleges.

Section III: Mentoring Programs

Section III houses information on programs of mentoring. Herein, international authors describe mentoring programs that have had a significant impact upon the field and those that have been designed to meet the unmet needs and underserved populations. This area of practice in mentoring brings up over 22 million sites on a Google search, and in a search of large databases in the Texas A&M University libraries on the topic of mentoring programs, there were 8,764 citations. The contributors for this section hail originally from Canada, Egypt, Hong Kong-China, India, Israel, and the United States, and they share a variety of successful international programs related to mentoring college students, faculty, peers, principals, high school students, and teachers.

Section IV: Mentoring Possibilities

Section IV, Possibilities, is comprised of authors who delve into the realm of the future by exploring groundbreaking approaches to mentoring, which could further the field and the concepts of mentoring programs and relationships. The international scholars from Australia, England, Ireland, Sweden, and the United States challenge the readers on topics of brain-based mentoring, international social action mentoring, e-mentoring, politics of mentoring, mentoring and racism, liminality, how to determine best practices in mentoring, judgmentoring, techniques of mentoring, and sociopolitical mentoring.

Conclusion

It is our hope that this *Handbook* provides further guidance related to mentoring. Additionally, we hope that it offers an international perspective that spurs ongoing discussion and thought-provoking arguments for moving mentoring

into a discipline of its own. Again, in order to be a discipline, mentoring already could be considered as such as we have demonstrated in this collection alone—because it (a) has a set of practices that define it, (b) has a defined knowledge based with over 20 years of published knowledge within a journal that is focused only on the topic of mentoring and within similarly focused published books, (c) has published studies using quantitative and/or qualitative methods grounded in the social sciences, (d) has content and procedures for training, and (e) has professional, scholarly journals, and associations.

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Notes on Contributors

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Beverly J. Irby is Regents Professor and the Associate Dean of Academic Affairs at the College of Education and Human Development at Texas A&M University. Dr. Irby is also the Director of the Educational Leadership Research Center. Her primary research interests center on issues of social responsibility, including bilingual and English-as- a-second-language education, administrative structures, curriculum, and instructional strategies. She is the author of more than 200 refereed articles, chapters, books, and curricular materials for Spanish-speaking children. She has had access of $20,000,000 in grants. She also has held another Regents Professor title from another university system, the Texas State University System. Dr. Irby has had extensive experiences working with undergraduate students in the past 25+ years, and many of these students are underrepresented, including first-generation college students, ethnic minority, and economically advantaged, who have obtained doctorate and received research/teaching awards under her mentorship. Dr. Irby is the editor of the *Mentoring and Tutoring Journal*.

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Gaëtane Jean-Marie is Dean of the College of Education, Rowan University, and served as Dean of the College of Education and Richard O. Jacobson Endowed Chair of Leadership in Education at the University of Northern Iowa. She is the series editor of the *Studies in Educational Administration* Series and former editor of the *Journal of School Leadership*. Her research focuses on educational equity and social justice in K–12 schools, women and leadership in the P-20 system, and leadership development and preparation in a global context. She has over 90 publications which include books, book chapters, and academic articles in peer-reviewed journals. She is the recipient of the 2017 Distinguished Career Alumni Award from her alma mater.

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Simon Larose is Professor in Educational Psychology at Laval University (Québec City, Canada). His fields of research and teaching are adolescent and young adult development, attachment and family relationships, mentoring, school transitions, and academic adjustment. Since 2011, he is the principal investigator of the MHST project (Mentoring by High School Teachers). The MHST project is an experimental and longitudinal study in which high school teachers were trained to prevent student dropout through mentoring practices. For selected publications, see http://www.fse.ulaval.ca/simon.larose.

Brenda Lloyd-Jones is Associate Professor and former Associate Chair of the Department of Human Relations in the College of Arts and Sciences at the University of Oklahoma, Tulsa. Her research focuses on women and leadership in higher education, mentoring, socialization and gender in the professoriate, and diversity policies and inclusion practices in the workplace. Her scholarship has been published in peer-reviewed journals, academic books, and edited volumes. She has received the University of Oklahoma President's Award for Community Service and is the founder of a 25-year-old, non-profit organization 501(c)3 that focuses on increasing reading-centered households in underserved communities.

Barley Mak served as the Associate Head of United College at The Chinese University of Hong Kong. She was formerly an Associate Professor and the founding Director of the Centre for Enhancing English Learning and Teaching at the Faculty of Education. With about US$9 million competitive public funding, her current research projects are on curriculum evaluation, language testing and assessment, teacher professional development, as well as second language learning and teaching methodology.

Carol Mitchell is Professor Emerita of Education at Brock University. Her research agenda in school improvement addresses capacity-building for growing learning communities among school leaders and teachers. Her studies have uncovered a host of technical, cultural, and political forces that affect the ability of school personnel to develop life-enhancing educational environments. The findings have yielded administrative and professional practices that unlock the creative spirit and support the learning potential of all people. Dr. Mitchell infuses these strategies into her teaching, where she invites teacher candidates and aspiring and practicing administrators to build more humane schools and school systems.

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Jerine Pegg is Chair and Associate Professor of Elementary Education at the University of Alberta and has focused her research on supporting teachers to incorporate aspects of authentic science into science instruction. She has examined this topic from many perspectives, including investigations of scientist-teacher partnerships, inquiry-based teaching, students' construction of scientific explanations, and curricular integration of science and literacy. Her research has also examined the role of mentoring in the context of scientist-teacher partnerships and informal peer mentoring among early career education faculty. Her work has been published in journals such as *School Science and Mathematics, Journal of Adult and Adolescent Literacy*, and the *Mentoring and Tutoring: Partnership in Learning Journal*.

Mirna I. Ramos-Diaz is an Assistant Professor of Pediatrics in the Department of Family Medicine and Course Director for the 2nd-year Clinical Skills course in the Osteopathic Medicine program at Pacific Northwestern University. She leads several important initiatives including the Roots to Wings Mentoring program, which is a project whose purpose is to create an educational pathway enabling Native American and Hispanic Youth from the Yakima Valley to become health professionals.

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Ann M. Renker has a PhD from The American University, 1987, whose first experiences with educational equity issues resulted from her involvement with immigrant communities in the Bronx. She has extensive experience working with American Indian Tribes to defend Treaty Rights and improve public schools on federal reservations. She has experience as a secondary principal and an Assistant Superintendent, and currently works for OSPI as an Instructional Coach for English Learners and positive behavior systems.

Carol A. Riley is an Education Leadership Consultant with the National Association of Elementary School Principals supporting professional development for leadership initiatives and with the Virginia Association of Elementary School Principals as the Mentor Program Coordinator. Carol has presented nationally and internationally on topics such as leadership, professional learning, and principal standards and has been a principal, central office administrator, and teacher in Guam, Texas, and Ohio. She sits on the International Mentoring Association Board of Directors.

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Arthur Shapiro has been a teacher in junior and senior high schools, a high school principal, director of secondary education, assistant superintendent and superintendent of schools in nationally prominent urban, suburban, and rural districts. He was Professor of Education at George Peabody College of Vanderbilt, directed the first off-campus doctoral center, University of Tennessee, has been Department Chair of Leadership and Policy Studies at the University of South Florida three times.He writes and is a consultant for internationally and nationally in policy, leadership, curriculum and supervision, and strategies (such as decentralizing large schools into small learning communities), and critiquing phony American educational reforms. He was lead consultant for improving the Republic of Macedonia's completely decentralized school system. One recent book, *Making Large Schools Work*, provided detailed plans to decentralize large schools to improve education, with three personally conducted case studies. Another, *Education under Siege: Frauds, Fads, Fantasies and Fictions in Educational Reform*, deals with most educational reform initiatives, ending with a chapter of those which work. His latest book, *Combat Zone: The Continuing War against the Public Schools*, is being printed, as is the monograph, *The Impact of the Neoliberal Revolution on Society and Public Education*. In his spare time he is President of the Faculty Union at the University of South Florida.

Hilary Smith Risser is Associate Professor at Montana Tech and is primarily interested in the use of technology, both in the teaching of mathematics and in the professional learning of mathematics teachers. She also regularly teaches workshops on technology for both inservice and preservice mathematics teachers. Dr. Smith Risser has been a board member for the Montana Council of Teachers of Mathematics and the Butte School District. She is also one of the creators of the CREATE Math summer program for girls. Dr. Smith Risser has presented at numerous national and international conferences and has published in a number of international education journals.

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Henry M. Strom (Stahobi), a Yakama, has been a Pre-K-12 educational leader for 25 years. During his career, he has provided leadership as a principal, Director of SPED and Teaching and Learning, and is currently the Superintendent of the Grandview School District. Critical to his vision as an