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Paradigms, Practices, Programs, and Possibilities

Edited by

Beverly J. Irby
Jennifer N. Boswell
Linda J. Searby
Frances Kochan
Rubén Garza
Nahed Abdelrahman
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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.
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.

Beverly J. Irby

References


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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*.

Jennifer N. Boswell is Associate Professor and the Chair of the Clinical and Mental Health Counseling at the University of St. Thomas. Prior to that position, she was Associate Professor at the University of Houston at Victoria, Texas. Dr. Boswell has served as the Assistant Editor of the *Mentoring and Tutoring Journal* for six years and as Assistant Editor of *Advancing Women in Leadership Journal* for seven years. She also served as the Editor of the *Michigan Journal of Counseling: Research, Theory, and Practice* (Michigan Counseling Association). She has her PhD in Counselor Education from Sam Houston State University in Huntsville, Texas. In her work, she practices mentoring techniques and teaches such. Her current research focuses on the mentoring needs of women in counselor education programs. As well, Dr. Boswell is a published author with an average of three papers per year and has made numerous presentations at state, national, and international mental health conferences.

Linda J. Searby is Associate Clinical Professor of Educational Leadership at the University of Florida, where she teaches courses in Leadership and Administration, Curriculum and Supervision, Action Research, School Change, and Mentoring. She is the Co-Editor for the *International Journal of Mentoring and Coaching in
Education, and a reviewer for several journals in educational leadership. Dr. Searby has published over 30 peer-reviewed articles in mentoring research, specifically on the development of a mentoring mindset in the protégé, as well as conducted numerous presentations and trainings for mentors and protégés, including many in other colleges at University the of Florida. She is co-editor of the books, Best Practices in Mentoring for Teacher and Leader Development (2016), and The Wiley International Handbook of Mentoring (2019). Dr. Searby is a graduate of Lincoln Christian University (BA), Eastern Illinois University (MS), and Illinois State University (PhD). Dr. Searby is a member of the Executive Board of the International Mentoring Association, and was instrumental in bringing the association to its new home at the University of Florida in 2018, and chaired its International Mentoring Conference here in March, 2019. Most recently, Dr. Searby has formed an Affinity Group at UF for faculty and staff who work with mentoring programs across campus.

Frances Kochan is the Wayne T. Smith Distinguished Professor, Emerita, Auburn University, AL. She has authored or co-authored 10 books, published over 100 journal articles and book chapters, and presented at over 200 venues. She is editor of the Perspectives in Mentoring Series published by Information Age Press. Dr. Kochan was co-chair of the American Educational Research Association Special Interest Group and served on the International Mentoring Association Board of Directors. Her research focuses on cultural aspects of mentoring and creating collaborative partnerships for leadership development and student success (kochafr@auburn.edu).

Rubén Garza is Assistant Dean for the College of Education and Professor in the Department of Curriculum and Instruction at Texas State University. He is a past Chair and Program Chair of the Mentoring and Mentoring Practices Special Interest Group of the American Educational Research Association. He has presented his research at state and national conferences and his work has been published in national and international journals. His research interests include mentoring, Latino education, caring, and culturally responsive pedagogy.

Nahed Abdelrahman is the Coordinator of the Preparing Academic Leaders (PAL) project. She is a researcher in Educational Administration at the Department of Educational Administration and Human Resources. Her research interests center on education policy and principal preparation. She was selected as a Barbara Jackson Scholar from 2015 to 2017. She authored and co-authored several publications related to education policy such as Arab Spring and Teacher Professional Development in Egypt, A Website Analysis of Mentoring Programs for Latina Faculty at the 25 Top-Ranked National Universities, Women and STEM: A Systematic Literature Review of Dissertation in Two Decades (1994–2014). She presented her research in conferences including in American Educational Research Association (AERA), University Council for Educational Administration (UCEA), Research on Women and Education (RWE), and The Universality of Global Education Issues Conference. She plays leadership roles in higher education as she serves as the president of Graduate Representative Advisory Board.
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Anne Adams’ research focuses on the development of student mathematical reasoning and argument and on developing teachers’ ability to support student reasoning. She has been awarded funding for numerous research and professional development projects and is currently a principal investigator for the NSF-funded projects Making Mathematics Reasoning Explicit (MMRE) and Longitudinal Learning of Viable Argument in Mathematics for Adolescents (LLAMA). A secondary area of research is informal mentoring and its role in supporting new faculty. Her work has been presented at regional, national, and international conferences and published in national and international journals, including *Mentoring and Tutoring, Mathematics Education Research Journal, Journal of Adolescent and Adult Literacy*, and *The Mathematics Enthusiast*.

Tammy Allen is a Distinguished University Professor within the Department of Psychology. Research interests include work–family issues, career development, and occupational health. She is the author of over 120 peer-reviewed articles that have been published in a variety of journals, including *Journal of Applied Psychology, Personnel Psychology, Psychological Bulletin, Journal of Vocational Behavior*, and *Journal of Management*. She has been a visiting scholar and guest speaker for a variety of universities and organizations across
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