

The art and science of mentoring: a Festschrift in honor of Dr. Frances Kochan

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The Art and Science of Mentoring was written as a Festschrift in honor of Dr Frances (Fran) Kochan's contributions to the field of mentoring. This book includes contributions from scholars of mentorship and Fran's former protégés. The authors present an international view on mentorship from the American and British perspectives. I have been a fortunate recipient of mentoring interactions with Fran. It was enjoyable to learn how many people she has inspired. This Festschrift allows anyone who reads it the opportunity to have a mentoring moment with Fran. Settle in for an enjoyable book, which is jargon free and accessible. The chapters are short, crisp and full of new ideas.

The book is divided into three parts. In Part I, Mullen's Foreword and Reames' Prologue introduce Fran Kochan and highlight why, like Van Gogh's *Starry Nights* painting that graces the cover, she is a bright star in the constellation of mentoring scholars. The book is then organized to reflect Fran's contributions as a scholar and as a mentor. Part II has seven chapters devoted to ideas from mentoring experts. These chapters focus on the science of mentoring and present new ideas and knowledge. Part III has 11 chapters written by former protégés. These chapters focus on the art of mentoring. These chapters inspire and motivate the reader to live up to Kochan's example in mentoring others.

In Part II Allen and Eby draw on their considerable work to frame the art and the science of mentorship in Chapter 3. Their suggestions for micro-behavior coding of interactions is one of their ideas for how to move the field forward.

In Chapter 4, Zachary applies Ryan's framework of asking five powerful questions to the field of mentoring and to mentoring participants. The "could not we at least" section invites the reader to consider how to make progress in mentoring practice.

Garvey's Chapter 5 seeks to go "behind the questions" and provides a typography of questions. Excerpts from mentoring dialogs provide helpful examples.

The European perspective on developmental relationships that are nondirective is evident in Hobson's Chapter 6. He presents an antidote to "judgementoring" by sharing an ONSIDE framework for mentoring schemes. The research and theory that support the ONSIDE model are described.

In Chapter 7, Nash and Young relate how Kochan drew on her mentoring expertise to develop the Jackson Scholars program for the University Council for Educational Administration (UCEA) in the USA; Kochan suggested the organization develop a mentoring scheme for doctoral students of color. The chapter presents research that makes an argument for increased mentoring opportunities for students and faculty members of color. The remainder of the chapter describes the Jackson Scholars program.

Cowin describes co-mentoring circles in Chapter 8. Co-mentoring refers to proactive, reciprocal learning experiences among a group of peers with an experienced mentor. She presents a step-by-step guide to creating and facilitating such mentoring experiences in K-12 (primary and secondary) education. The chapter concludes with examples of reflection and how Kochan encouraged Cowin to develop the co-mentoring circles for the principals.



Clutterbuck rounds out Part II with Chapter 9 on the future of mentoring. He addresses the conceptual differences in US and European research. The chapter describes notable new trends in mentoring, including maternity mentoring, which supports the return of new mothers to the workforce, and how artificial intelligence may assist in mentoring. Intriguing ideas about how mentoring and coaching may support organizational needs for fast knowledge transfer are presented. The reader is left wanting to explore more about the future trends in the field.

Part III of the book presents inspirational examples of how Kochan has mentored others. In Chapter 10, Freeman Jr. reflects on Kochan's influence on him during graduate school and as an emerging scholar. This reflection presents examples of how Kochan exemplifies elements of mentoring such as coaching, sponsorship and one-on-one mentoring.

In Chapter 11, Trube also presents illustrative examples from Kochan's mentorship to present key ideas about effective mentoring. The chapter describes how Kochan refined career skills, furthered psychosocial skills and provided a role model.

Moore highlights Kochan's examples of mentoring around career development in Chapter 12. The chapter begins with a focus on what to look for in a good mentor. Ideas about intentionality are central to the chapter. The idea of a "Frienter" is an intriguing example of how mentors can also become friends and valued colleagues.

In Chapter 13 Barakat presents an international perspective on Kochan's cultural intelligence in mentoring. A focus on the in-between spaces is a contribution of this chapter. The important role of self-efficacy in mentoring is presented. Examples from Barakat's relationship with Kochan are used to illustrate the theoretical concepts. The mentor as cheerleader was a takeaway for me from this chapter.

Bryant begins Chapter 14 with their rural upbringing in Alabama. It appears that Kochan has managed to meet many of her protégés where they are, regardless of whether they hail from rural Alabama or Egypt (Chapter 13). This chapter highlights the role of mentors in gently redirecting protégés to the needed tasks to be done to move forward, in this case, the process of moving through the dissertation.

In Chapter 15, Griggs relates a familiar story of Kochan's provision of psychosocial and career support. This chapter focuses on the goal setting and sponsorship aspects of mentorship. Bergon relates Kochan's influence on research in Chapter 16 from his evolution from a "lazy" high school student to a rule-following military veteran to a professor who now embraces a more "eclectic style". The importance of mentor as a confidence-builder is a contribution of this chapter.

Knight's Chapter 17 highlights the uncertainty protégés often encounter as they do not know what they do not know. As a single parent Knight relates her challenges to move through graduate education. She relates how Kochan "viewed my children as the asset they were." This chapter presents a vulnerable view of mentoring that is sometimes neglected in quantitative studies of mentoring.

Ramos-Diaz relates the evolution of her mentoring relationship with Kochan into a co-author, and friend in Chapter 18. This chapter highlights the familial aspect of deep mentoring relationships and how families become intertwined, not just the mentoring pair. This chapter also shows how mentors sometimes are on the lookout for the right protégé – as Kochan was in the case of Ramos-Diaz.

In Chapter 19 Serafini presents a new perspective on Kochan's mentoring skills that developed academics. The chapter highlights important lessons about writing for publication that are invisible unless a mentor makes them known. Serafini presents what was learned from Kochan that was a good review for me and likely many scholars.

In the Epilogue, Searby helps the reader learn lessons from Kochan's incredible mentorship. Kochan is an icon who lifts others up, is a faith-filled servant, is a trailblazer, and applies exceptionally well the science and art of mentoring.

The book was fun to read. I really enjoyed it.

I recommend this book to graduate students in need of inspiration of how effective mentoring can transform people. The book is also suitable to mentoring scholars who will benefit from the nuggets of knowledge presented in the book that will get you thinking (it did me). The book is also a good reference for the latest trends and research on mentoring. Like Kochan, the book is unique in its readability and inclusion of scholarship and inspiration.

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