"Friendship is essentially a partnership" - Aristotle

ELITE MENTORING SERVICE™

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About My Teaching History

SOME FACTS

8,000+
Students Taught in my University Career

2009
AWARDED
Professor Emeritus

50+
Student Country of Origins

6
University Institutions

Always pursuing:

FINDING NEW IDEAS
Innovation is found in the most unlikely places and often comes from the quietest of people.

NO BARRIERS
Where there is a will, there is always a way.

COLLABORATION
Everyone has something to offer another. We simply need to let it happen and then cultivate that beginning.

3
Colleges of Sciences, Business, Humanities & Social Sciences

It always
SEEMS TO BE
IMPOSSIBLE
UNTIL IT'S DONE

-Nelson Mandela-

Educational Philosophy

In my 20+ years with educational institutions, the main problem they struggle with is providing specific knowledge that is obsolete upon graduation, and it does not need to be this way. To compete in today's changing world, modern society needs to build upon a person's core aptitudes, which in turn quickly develop into skills. In my case, these are an inherent understanding of 'process' and 'communication'. By engaging in the process of scholarly research and applying myself by articulating observations and findings through publishing, I was able to expedite my doctorate. In 2002, I began my PhD in Information Systems and 364 days later submitted my thesis for examination. Before my oral defence, I published three conference papers and filed a patent derived from my thesis. Between 2004-2008, I produced a managerial guide, a political and economic discussion and an assembly of works from practitioners and academics in the domain of cyber terrorism and cyber warfare. By building on my core aptitudes and applying an evidence based research approach, I established myself as a credentialed expert on an emerging threat to society in a 5 year period. Ever since, I have and continue to teach this approach to my students.

In the past several years, I have refined this learning process with stunning results. What my students will tell you is that once you understand what a true scholar does, apply this to your core aptitudes, and find a domain of interest and passion, you will achieve results previously reserved for the credentialed elite. With this approach, academic challenges can be easily overcome and skills can be quickly acquired for a changing world.

Background

For generations, trade craft has been taught through an apprenticeship, and research is the trade craft of the Scholar. Traditionally, this is conducted by enrolling in a university program in an advanced degree under the supervision of one or more professors. Most programs consist of pre-requisite courses, a series of research related assignments for each course, and then when deemed ready by the supervisor the student begins their exploration of a given domain with the intent of finding something new and publishable. It is a process that takes time, effort and resources to complete regardless of the value of the output. Often, students are left to discover this 'process' for themselves and the experience can be quite daunting for the brightest of individuals. It does not have to be this way.

The research process can be easily learned by anyone if the environment that governs it is carefully crafted with mutual respect and a clear understanding of the motivations that drive the academic community. Understanding what the intended audience wants and presenting it the way it wants it is one of the keys to successfully conducting and publishing ones research. When this is accompanied by a novel idea, interesting result, and/or substantive discussion, the likelihood of acceptance is dramatically increased. These are skills that can be learned relatively quickly. In fact, this process has been successfully engaged by teens prior to university entry with stunning results. This is why top students seem to know things that were never covered in the class material and score the highest marks.

The goal of any emerging researcher is to identify an area of discussion within a field of study that has relevance to a larger number of experts while offering a discussion that is new and innovative. This starts by first exploring the dominant academic literature in order to identify the main themes a field of study is concerned with and understanding the perspectives presented in past papers. The range of outstanding questions, issues, and themes will emerge as a result and allow the leaner to begin charting a path forward. From there, a narrowing of the research focus will allow the selection of a specific 'topic' for further exploration, investigation and/or development. In essence, a smaller segment of the domain's interests will be identified and selected, a more in-depth level of understanding will be undertaken, and this will serve as the basis for future inquiry and the development of new thought and its eventual publication. This is how 'experts' quickly establish themselves.

Scholarly publications such as journal articles, conference papers and books are considered to be of the highest quality of research output because they have been peer reviewed prior to publication. This means the content has been verified by other experts in the field of study to insure that the research conforms to acceptable methods and standards, and that the discussion presented is new and informative. Essentially, researchers ask 'questions' and then use 'methods' to answer these questions in order to engage in a dialog with other researchers. Over time, the body of experts come to agree on what the questions really should be, the best methods to answering these questions, and ultimately what the best answers are to these questions. Academic research and publishing is in essence a conversation between experts in a given field, and this opportunity is what is being offered to the learner. Mentorship provides the learning pathways that allow the engagement in these discussions, and ultimately provides the environment to sustain the emotional well-being of the learner throughout the entire learning process.

Program Overview

What is being delivered is a one (1) year apprenticeship that guides the emerging scholar through a series of research activities.

LEARNING SCHOLARSHIP

Teaches the learner about the first principles of research and scholarship.

CONDUCTING RESEARCH

Assists the learner in efficiently accessing and utilizing academic literature and periodicals.

PROGRESSING ASSIGNMENTS

Mentors the learner through a prescribed set of assignments that teach the foundations of academic writing, re-writing and publishing.

PROBLEM ARTICULATION

Supports the learner in organizing the chosen domain's problem space and foundational issues into an objective discussion that supports the introduction of new thought, new findings, and innovations into the research domain.

PUBLICATION

Mentors the learner in crafting a publishable work and assists in getting it into an appropriate scholarly venue such as a workshop, conference, journal and/or academic book.

Mentoring Process

LEARNING AND RESEARCH PROGRESSION

The program is tailored to the individual and consists of weekly online meetings and discussions where the learner is guided through a series of activities, assigned specific tasks to be completed before moving on to the next stage, continuously supported between discussions, and ultimately encouraged towards crafting their first scholarly publication. It is important to consider that acquiring this kind of knowledge can only be done through 'doing' and not simply memorizing things from a lecture or book. There needs to be an understanding that independent thought and effort is what yields the needed results and outcomes to become a substantive researcher. The mentoring process provides the best means for accomplishing this.

Stage 2

CONDUCTING RESEARCH

Assists the learner in efficiently accessing and utilizing academic literature and periodicals.

TASKS
- Literature Evaluation
- Library Resources
- Research Databases
- Online Resources
- Academic Books

Stage 1

LEARNING SCHOLARSHIP

Teaches the learner about the first principles of research and scholarship.

TASKS
- Philosophy of Research
- Ethics in Research
- Problem Formulation
- Research Methodologies
- Language of Research

Efficient
Utilization

Value
of
Discussions

Academic
Community

First
Principles
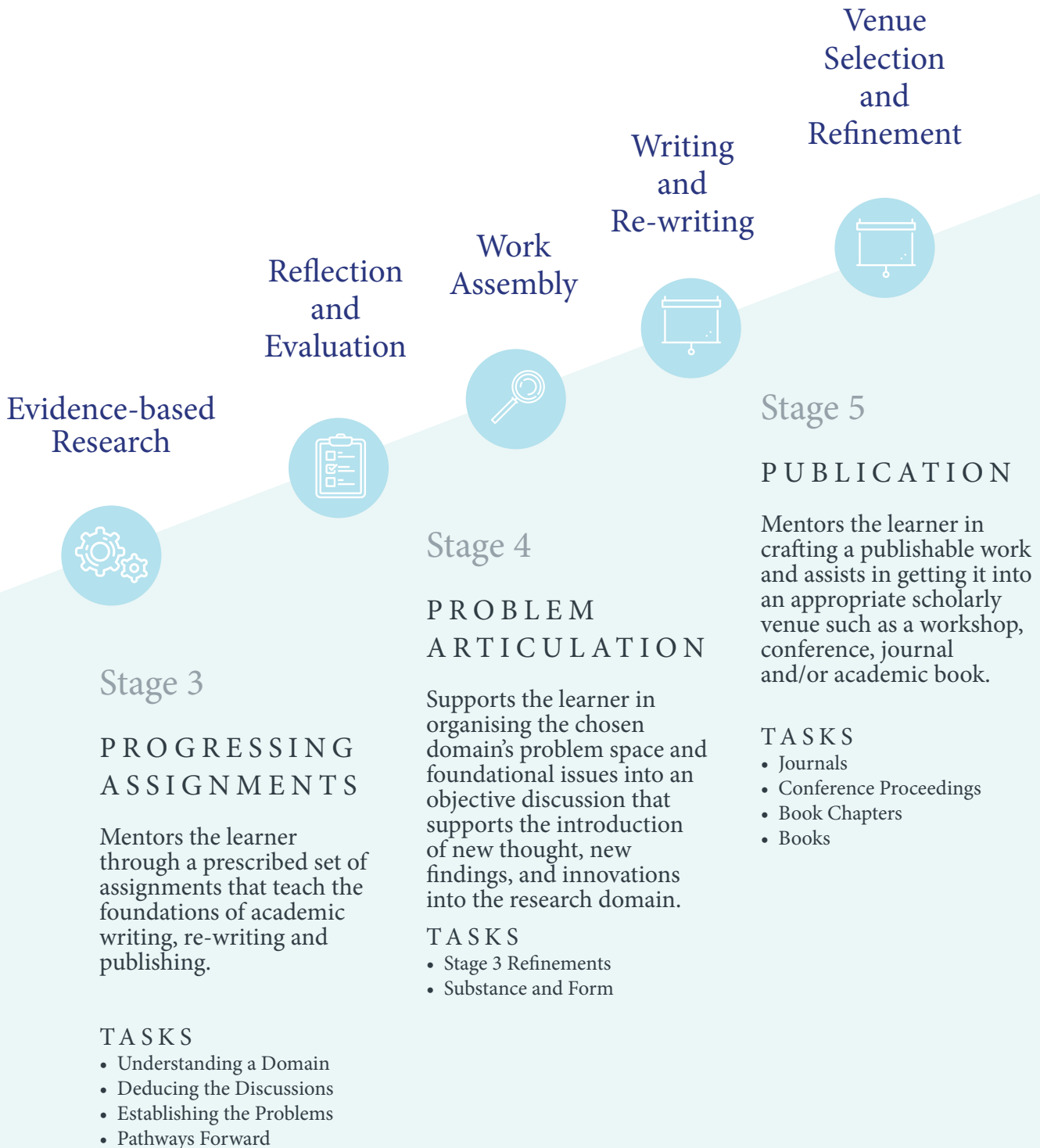
TOPICS AND DOMAINS

The best way to select a topic is to find an area of personal curiosity and then consider one's own aptitudes and experience to further refine it. Fostering an emerging researcher's passion in developing a new line of research is critical to sustaining the effort beyond a single publication, and re-enforces the learner's well-being. The truth about subject matter expertise is that is it acquired on a continual basis over time, and such efforts must always draw strength from the individual producing the effort. When governed benevolently, anyone with the drive and aptitude will become an expert once they have focused on a topic long enough. It is mentoring that expedites this process.

Venue Selection and Refinement

Writing and Re-writing

Work Assembly

Reflection and Evaluation

Evidence-based Research

Stage 5

PUBLICATION

Mentors the learner in crafting a publishable work and assists in getting it into an appropriate scholarly venue such as a workshop, conference, journal and/or academic book.

TASKS
- Journals
- Conference Proceedings
- Book Chapters
- Books

Stage 4

PROBLEM ARTICULATION

Supports the learner in organising the chosen domain's problem space and foundational issues into an objective discussion that supports the introduction of new thought, new findings, and innovations into the research domain.

TASKS
- Stage 3 Refinements
- Substance and Form

Stage 3

PROGRESSING ASSIGNMENTS

Mentors the learner through a prescribed set of assignments that teach the foundations of academic writing, re-writing and publishing.

TASKS
- Understanding a Domain
- Deducing the Discussions
- Establishing the Problems
- Pathways Forward

Mentoring Plans

★ Bronze
PACKAGE

Time frame:

Three (3) month basic apprenticeship customized to the learner's needs and pace. The foundations of academic research are detailed and explained.

Deliverables:

Stage 1 - Learning Scholarship

Stage 2 - Conducting Research

★ ★ Silver
PACKAGE

Time frame:

Six (6) month intermediate apprenticeship customized to the learner's needs and pace. The discussions and assignments are designed to encourage independent investigation, thought and understanding of the research process.

Deliverables:

Stage 1 - Learning Scholarship

Stage 2 - Conducting Research

Stage 3 - Progressing Assignments

★ ★ ★ Gold
PACKAGE

Time frame:

A full one (1) year comprehensive apprenticeship customized to the learner's needs and pace. The discussions and assignments are designed to enable independent investigation, thought and an understanding in a chosen research domain.

Deliverables:

Stage 1 - Learning Scholarship

Stage 2 - Conducting Research

Stage 3 - Progressing Assignments

Stage 4 - Problem Articulation

Stage 5 - Publication

Special Conditions:
The purchase price of Bronze and Silver plans may be applied to the Gold plan within 90 days of completion. Also, ask me about my customer referral program where everyone benefits.

Terms & conditions

1. AUTHORIZATION:
Client is engaging Andrew Colarik (herein known as 'Mentor') as an independent contractor for the specific role of Research Mentor. If Client is under the age of 18, Client's legal guardian must authorize this arrangement and be equally bound by it.

2. COMPLETION DATE:
Mentor and Client must cooperatively work together to complete the selected plan in a timely manner. Both parties agree to work expeditiously to complete the selected plan in the specified time frame (depending on date of acceptance).

3. PAYMENT OF FEES:
Fees to Mentor are due and payable in full unless otherwise provided for by the Mentor, and in such cases must be in writing signed by both Client and Mentor. Work begins only after the full amount has been received by Mentor.

4. LEGAL & LICENSE:
The entire risk as to the quality and performance of the plan is with Client. In no event will Mentor be liable to Client or any third party for any damages, including any lost profits, lost savings or other incidental, consequential or special damages arising out of the mentorship, even if Mentor has been advised of the possibility of such damages. Client understands and agrees to provide their own broadband Internet access, computer equipment, word processing software and library research database access in order to conduct distance learning sessions with Mentor, library access for assignments, and communication via email and video conferencing. All risks associated with acquiring and using these resources is the sole responsibility of Client.

5. COPYRIGHTS AND TRADEMARKS:
Client unconditionally guarantees that any elements furnished to Client by Mentor are owned by Mentor and that Client has permission from the rightful owner to use each of these elements, and will hold harmless, protect, and defend Mentor from any claim or suit arising from the use of such elements furnished by Mentor. All assignment writings generated by Client are the exclusive property of Client except in the case of a co-authorship submission for publication. Co-authorship is at the sole discretion of the Client.

6. SOLE AGREEMENT:
The agreement contained in this Contract constitutes the sole agreement between Mentor and Client regarding the selected plan. Any additional work not specified in this contract must be authorized by a written change order. All prices specified in this contract will be honoured for the duration of the selected plan after both parties sign this Contract. Continued services after the Contract's duration will require a new agreement.

7. INITIAL PAYMENT AND REFUND POLICY:
This agreement begins with payment in full to Mentor unless otherwise provided for in writing. If Client halts work then Client forfeits the entirety of payment. It is the responsibility of Client to inform Mentor of any health. personal or work related circumstances that will inhibit the plan's work. Under such conditions, Mentor will determine if the delay of work is warranted and the plan continues on a modified schedule, but in no case beyond this Contract.

8. PROMISE OF PUBLICATION:
Client acknowledges that the decision to publish any work the Client produces, whether individually or co-authored, resides solely at the discretion of the publisher. Mentor is not responsible for any publisher's judgements, decisions or feedback.

Special Note:
I am not a fan of legal speak but you need to know the limitations and constraints upon us both. This program is an apprenticeship, and all the legal jargon in the world will not change this fact.

Contact:
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