

“Friendship is essentially a partnership” - Aristotle



ELITE MENTORING

Contact:

Andrew M. Colarik, PhD
Professor Emeritus
Phone: (631) 998-5294 USA
Website: www.AndrewColarik.com
Email: acolarik@hotmail.com
Skype: acolarik

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In my 20+ years with educational institutions, the main problem they struggle with is providing specific knowledge that is obsolete upon graduation, and it does not need to be this way.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

WHAT ELITE MENTORING IS ALL ABOUT

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 learner 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.

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 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



First
Principles



Academic
Community



Value
of
Discussions



Efficient
Utilization

STAGE 2

CONDUCTING RESEARCH

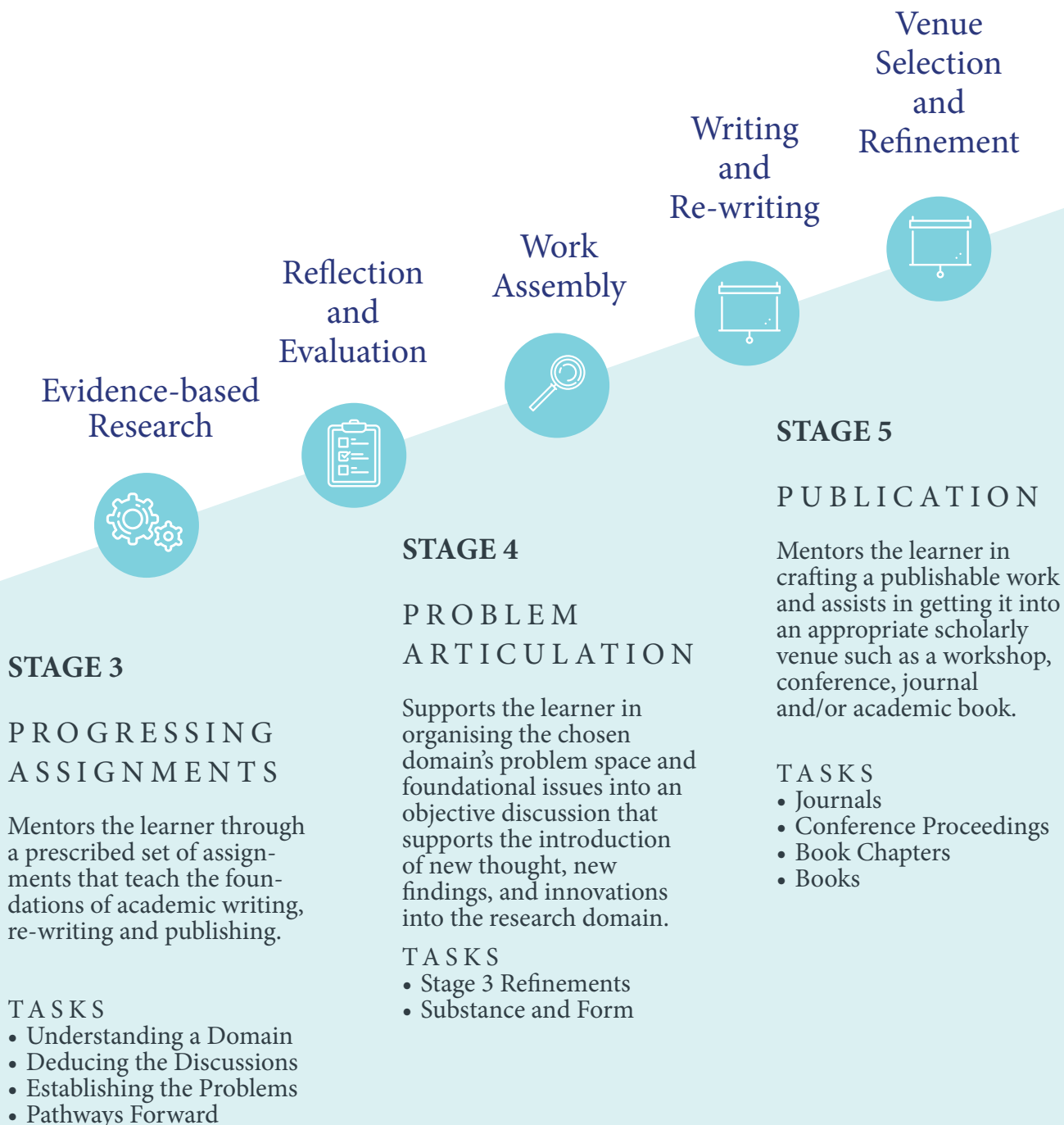
Assists the learner in efficiently accessing and utilizing academic literature and periodicals.

TASKS

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

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 it is 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.



Mentoring Plans

DESIGNED FOR DIFFERENT LEARNING STAGES



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