



Getting Mentored

in Graduate School

W. Brad Johnson and Jennifer M. Huwe

Getting Mentored In Graduate School

Mark James Hager



Getting Mentored In Graduate School:

Getting Mentored in Graduate School W. Brad Johnson, Jennifer M. Huwe, 2003 Getting Mentored in Graduate School is the first guide to mentoring relationships written exclusively for graduate students Research has shown that students who are mentored enjoy many benefits including better training greater career success and a stronger professional identity Authors Johnson and Huwe draw directly from their own experiences as mentor and protege to advise students on finding a mentor and maintaining the mentor relationship throughout graduate school Conversational accessible and informative this book offers practical strategies that can be employed not only by students pursuing mentorships but also by professors seeking to improve their mentoring skills Johnson and Huwe arm readers with the tools they need to anticipate and prevent common pitfalls and to resolve problems that may arise in mentoring relationships This book is essential reading for students who want to learn and master the unwritten rules that lead to finding a mentor and getting more from graduate school and your career

On Being a Mentor W. Brad Johnson, 2015-10-16 On Being a Mentor is the definitive guide to the art and science of engaging students and faculty in effective mentoring relationships in all academic disciplines Written with pithy clarity and rooted in the latest research on developmental relationships in higher educational settings this essential primer reviews the strategies guidelines and best practices for those who want to excel as mentors Evidence based advice on the rules of engagement for mentoring mentor functions qualities of good mentors and methods for forming and managing these relationships are provided Summaries of mentorship relationship phases and guidance for adhering to ethical principles are reviewed along with guidance about mentoring specific populations and those who differ from the mentor in terms of sex and race Advice about managing problem mentorships selecting and training mentors and measuring mentorship outcomes and recommendations for department chairs and deans on how to foster a culture of excellent mentoring in an academic community is provided Chalk full of illustrative case vignettes this book is the ideal training tool for mentoring workshops Highlights of the new edition include Introduces a new model for conceptualizing mentoring relationships in the context of the various relationships professors typically develop with students and faculty ch 2 Provides guidance for creating a successful mentoring culture and structure within a department or institution ch 16 Now includes questions for reflection and discussion and recommended readings at the end of each chapter for those who wish to delve deeper into the content Best Practices sections highlight the key takeaway messages The latest research on mentoring in higher education throughout Part I introduces mentoring in academia and distinguishes mentoring from other types of relationships The nuts and bolts of good mentoring from the qualities of those who succeed as mentors to the common behaviors of outstanding mentors are the focus of Part II Guidance in establishing mentorships with students and faculty the common phases of mentorship and the ethical principles governing the mentoring enterprise is also provided Part III addresses the unique issues and answers to successfully mentoring undergraduates graduate students and junior faculty members and considers

skills required of faculty who mentor across gender and race Part IV addresses management of dysfunctional mentorships and the documentation of mentorship outcomes The book concludes with a chapter designed to encourage academic leaders to make high quality mentorship a salient part of the culture in their institutions Ideal for faculty or career development seminars and teaching and learning centers in colleges and universities this practical primer is appreciated by professors department chairs deans and graduate students in colleges universities and professional schools in all academic fields including the social and behavioral sciences education natural sciences humanities and business legal and medical schools

The Chicago Guide to Your Career in Science Victor A. Bloomfield, Esam E. El-Fakahany, 2008-11-15 Embarking upon research as a graduate student or postdoc can be exciting and enriching the start of a rewarding career But the world of scientific research is also a competitive one with grants and good jobs increasingly hard to find The Chicago Guide to Your Career in Science is intended to help scientists not just cope but excel at this critical phase in their careers Victor A Bloomfield and Esam E El Fakahany both well known scientists with extensive experience as teachers mentors and administrators have combined their knowledge to create a guidebook that addresses all of the challenges that today s scientists in training face They begin by considering the early stages of a career in science deciding whether or not to pursue a PhD choosing advisors and mentors and learning how to teach effectively Bloomfield and El Fakahany then explore the skills essential to conducting and presenting research The Chicago Guide to Your Career in Science offers detailed advice on how to pursue research ethically manage time and communicate effectively especially at academic conferences and with students and peers Bloomfield and El Fakahany write in accessible straightforward language and include a synopsis of key points at the end of each chapter so that readers can dip into relevant sections with ease From students prepping for the GRE to postdocs developing professional contacts to faculty advisors and managers of corporate labs scientists at every level will find The Chicago Guide to Your Career in Science an unparalleled resource The Chicago Guide to Your Career in Science is a roadmap to the beginning stages of a scientific career I will encourage my own students to purchase it Dov F Sax assistant professor of ecology and evolutionary biology Brown University Step by step Victor Bloomfield and Esam El Fakahany provide sound thorough yet succinct advice on every issue a scientist in training is likely to encounter Young readers will welcome the authors advice on choosing a graduate school for example while senior scientists will probably wish that a book like this had been around when they were starting out With down to earth and occasionally humorous advice The Chicago Guide to your Career in Academic Biology belongs on the bookshelf of every graduate student and advisor Norma Allewell Dean College of Chemical and Life Sciences University of Maryland Success in Graduate School Benita J. Barnes, 2005 **Being Mentored** Sharon Klatzko Gibson, 2000 *Graduate Study in Psychology*, 2006 *The American Psychologist*, 2008-02 Includes proceedings of the 54th 55th annual meetings of the association 1946 47 and proceedings of meetings of various regional psychological associations **Surviving Graduate School in Psychology** Tara L.

Kuther,2008 What happens after you ve been accepted into a psychology graduate program How can you best prepare for the challenges ahead and make the most of your graduate school career In *Surviving Graduate School in Psychology* A Pocket Mentor author Tara L Kuther offers her considerable knowledge and skills to help you master the complexities of graduate school and realize your goals Kuther a leading authority in professional and academic development provides pragmatic step by step advice for new graduate students on such essential topics as managing your money adapting to unspoken rules navigating departmental politics understanding how and where learning takes place maintaining personal and professional relationships thriving in practicum and internships and developing an identity as a psychologist This pocket mentor will oversee your journey and provide authoritative encouragement as you change from a new student to a confident professional ready to contribute to the world through basic or applied research academic appointments or clinical work This invaluable resource is enriched with handy tips checklists practice interview questions teaching guidelines dissertation strategies sample CVs and other practical visual aids

Mentoring Relationships in Doctoral Education Mark James Hager,2003 In depth interviews with ten exemplary mentors and 24 of their students from one school of education were conducted to learn the in vivo workings of these relationships Constant comparative methodology guided the inquiry A multi step content analytic procedure was used to analyze the data and generate descriptive themes

Mentoring and Being Mentored Janice R. Mokros,1981

Competency-based Education for Professional Psychology Mary Beth Kenkel,Roger L. Peterson,2010 *Competency Based Education for Professional Psychology* presents the most up to date research based model for education in professional psychology The volume is divided into four parts Part I presents an overview of the training model and discusses the theories and research that form the basis of the model Part II describes the seven core competencies needed by professional psychologists relationship assessment intervention research and evaluation consultation and education management and supervision and diversity Chapters in this section discuss the knowledge skills and attitudes that characterize each competency and provide examples of proven curricula and teaching methods Part III addresses the characteristics and key roles of faculty and administrators and Part IV describes future challenges in professional psychology education By providing methods for implementing the model in different educational and training settings this book will serve as a key resource for everyone involved in the education training and regulation of professional psychologists

Mentoring and Academic Success for Women Faculty Members at Research Universities Jean Ann Waltman,2001 Explores the mentoring experiences of female faculty members at research universities and describes the kinds of mentoring that appear most to support their career success Asks what women s personal experiences with mentoring have been what the characteristics of the mentoring relationships are and what influence academic discipline has on the mentoring needs of female faculty members at research universities

Aristotle's Biosphere Jeremy Kirby,2026-02-19 Aristotle displays a keen interest in life and living beings but he doesn t separate the biological from the artificial and he describes organisms as

skillfully constructed phenomena that extend beyond their individual bodies **Journal of Education for Social Work**
,2008 *Graduating Engineer & Computer Careers* ,2001 *The Third National Conference on Professional and Personal*
Renewal for Faculty Proceedings ,1991 A Retrospective Study of how New Faculty Report the Use of Mentoring
Relationships to Make Sense of Their Multiple Roles Jonathan David Rohrer,1997 **The Road to the Doctorate for**
California's Chicanas and Chicanos Daniel G. Solórzano,1993 **APS Observer** ,2004 **American Educational**
Research Journal ,1984

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