

# DIVERSITY IN HIGHER EDUCATION

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EXAMINING PROTÉGÉ-MENTOR EXPERIENCES



# Examining Protege Mentor Experiences Examining Mentoring Protege Experiences Vol 2 Diversity In Higher Education S

**Marcia E. Canton, David Phillip James**



## **Examining Protege Mentor Experiences Examining Mentoring Protege Experiences Vol 2 Diversity In Higher Education S:**

*Building Multicultural Competency* Joseph L. White, Sheila J. Henderson, 2008-07-25 Currently the mental health workforce is neither trained nor staffed in a way that appropriately addresses the essential needs of the growing multicultural population This must change The 21st century requires an innovative paradigm in multicultural psychology in order to improve the standard for mental health professionals Building Multicultural Competency answers this need by providing a new Multiracial Multiethnic Multicultural Competency Building Model a model that in great detail provides relevant solutions to this growing problem This book will supply individuals students professionals educators and administrators who are involved in the field of psychology with a map on how to build the multicultural competency skills that will allow them to function cross culturally The resolutions are personally enriching helpful to diverse peoples and influential to other individuals groups and institutions

**Turkish Speaking Communities and Education** Aydin Mehmet Ali, 2001

**Examining Protege-Mentor Experiences** Henry T. Frierson, 1998-09-21 Presents studies that provide a look at the experiences of proteges and mentors during the mentoring process in higher education settings This title includes the studies examining the effects of mentoring on individuals as well as those examining the perceptions and experiences of individuals involved in the mentoring process from the proteges

**Resources in Education**, 2000

**Diversity in Organizations** Martin Chemers, Stuart Oskamp, Mark Constanzo, 1995-07-18 Signaling the changing demography of the workforce the largest percentage of new workers in the coming decades will be individuals often labeled as nontraditional employees This new diversity presents both challenges and opportunities to individuals and to the organizations of which they are a part Benefits include a broader talent pool and the opportunity for individuals to more fully develop their potential At the same time however new perspectives on creativity innovation and performance can be perceived as intrusive and lead to tension misunderstanding and even hostility between old and new creating problems of coordination and cohesion for diverse organizations The editors of Diversity in Organizations gather forces to work out the difficulties generated by diversity and reap the rewards Applying varied perspectives and approaches such as analysis of individual psychology dyadic interactions small group dynamics and organizational outcomes the contributors provide scholarly coverage of a topic that is both contemporary and foresightful The current interest in diversity in organizations makes this book a boon to scholars and students in a variety of fields including psychology social psychology management and organization studies sociology social work cross cultural studies and public administration as well as to interested readers who seek a deeper understanding of the problems and promise inherent in diverse organizations

Resounding Voices Gloria Boutte, 2002 This book discusses education through the voices of individuals from various ethnic groups who are not usually heard or who have been silenced The uniqueness of this book lies in the diversity of authors from different ethnic groups family backgrounds disciplines and

geographic locations The stories included in this book are based on interviews with people from the following groups African Americans Asian Americans biracial Americans European Americans Latino Americans and Native Americans A particular strength of the book is that the interviews were conducted by people from the same ethnic group as the interviewees Hence the authors of each chapter possess insights about the cultural groups that may not be readily apparent to others Each chapter explicitly provides educational implications and resources For educators or anyone interested in multicultural education *Resources in Education* ,1996 **Ebony** ,2002-09 EBONY is the flagship magazine of Johnson Publishing Founded in 1945 by John H Johnson it still maintains the highest global circulation of any African American focused magazine

**Documentation Abstracts** ,1998 **Personnel Management Abstracts** ,1999 **The Advocate** ,2001-08-14 The Advocate is a lesbian gay bisexual transgender LGBT monthly newsmagazine Established in 1967 it is the oldest continuing LGBT publication in the United States [Excellence in Mentoring Undergraduate Research](#) Maureen Vandermaas-Peeler,Paul C. Miller,Jessie L. Moore,2018-11-01 This cross disciplinary volume incorporates diverse perspectives on mentoring undergraduate research including work from scholars at many different types of academic institutions in Australia Canada the United Kingdom and the United States It strives to extend the conversation on mentoring undergraduate research to enable scholars in all disciplines and a variety of institutional contexts to critically examine mentoring practices and the role of mentored undergraduate research in higher education **Does Self-efficacy Crossover Between Mentors and Proteges Within Mentoring Dyads? :b Examining the Facilitating Role of Perspective Taking in the Crossover Process** Lebena Varghese,2017 Extensive research on mentoring shows that mentoring programs within organizational settings enhance various individual outcomes The current dissertation specifically examined how mentors enhanced protege self efficacy Three studies were designed to investigate whether efficacy beliefs transfer from mentors to their respective proteges The studies also focused on the conditions and the psychological processes that facilitated the transfer of efficacious beliefs between the members of the mentoring dyad Drawing on social comparison theory I proposed that when shared experience exists between mentors and proteges proteges are able to take the perspective of their mentors I further proposed that the perspective taking a protege engages in enables them to ascribe positive aspects of their mentor i e efficacious beliefs to themselves Precisely a protege s perspective taking bolsters the transfer of efficacious beliefs from the mentor to the protege Study 1 and Study 2 adopted an experimental design i e vignette study and Study 3 adopted a survey design with proteges in an e mentoring program Results from all the three studies provided evidence for the transfer of efficacy beliefs from the mentor to the protege The findings also supported the postulation that shared experience between the protege and the mentor facilitates perspective taking on behalf of the protege Although the findings of the experimental studies showed that a protege s perspective taking moderated the positive transfer of efficacy beliefs from the mentor to the protege the field study failed to replicate this finding The current research

s findings have implications for training and developing employees Mentors are able to encourage proteges to attempt and pursue stretch goals or tackle challenges by instilling domain specific efficacy beliefs in them The research findings also underscore the role of shared experience and psychological process such as perspective taking in making mentoring relationships efficient and effective

*Mentoring At-Risk Students through the Hidden Curriculum of Higher Education* Buffy Smith, 2013-06-07 Mentoring At Risk Students through the Hidden Curriculum of Higher Education reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students acquisition of institutional cultural capital and social capital during their college experience This book offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education In addition the book provides practical strategies on how to avoid academic mine fields in order to thrive in college This book is written for administrators faculty student affairs professionals and students to promote retention academic success and create a more transparent inclusive and equitable higher education system See here for an article by the author on mentoring programs in colleges and universities published in Inside Higher Ed <http://www.insidehighered.com/news/2014/08/04/book-argues-mentoring-programs-should-try-unveil-colleges-hidden-curriculum> To learn about a recent presentation by the author see here [http://diverseeducation.com/article/66772/utm\\_campaign/DiverseNewsletter3utm\\_medium/emailutm\\_source/Eloqua\\_elq\\_82772667e2334157934731fc05a8fe9c\\_elq/CampaignId358](http://diverseeducation.com/article/66772/utm_campaign/DiverseNewsletter3utm_medium/emailutm_source/Eloqua_elq_82772667e2334157934731fc05a8fe9c_elq/CampaignId358)

**Mentoring Undergraduate Students** Gloria Crisp, Vicki L. Baker, Kimberly A. Griffin, Laura Gail Lunsford, Meghan J. Pifer, 2017-01-25 Take a critical look at the theory and recent empirical research specific to mentoring undergraduate students This monograph Explains how mentoring has been defined and conceptualized by scholars to date Considers how recent mentoring scholarship has begun to distinguish mentoring from other developmental relationships Synthesizes recent empirical findings Describes prevalent types of formalized programs under which mentoring relationships are situated and Reviews existing and emerging theoretical frameworks This monograph also identifies empirical and theoretical questions and presents research to better understand the role of mentoring in promoting social justice and equity Presenting recommendations for developing implementing and evaluating formal mentoring programs it concludes with an integrated conceptual framework to explain best practice conditions and characteristics for these programs This is the first issue of the 43rd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

*Mentoring in Higher Education* Marcia E. Canton, David Phillip James, 1999 *Memorable Messages as Vehicles for Same-gendered Leadership Mentoring in Postsecondary Education*

Stacy R. Edds-Ellis, 2009 The purpose of this qualitative study was to understand and provide new insight into the perspective of female leaders in higher education who have participated as protégés in a nationally recognized formal mentoring program. The sample consisted of eight female protégés who were paired with female mentors in the nationally recognized American Council on Education ACE Fellows Program. Protégés participated in an in-depth interview process during spring 2009. The interview protocol was designed to elicit rich descriptions of the protégés' experience in the formal mentoring program and to examine the types of mentoring advice exchanged in a same-gendered formal mentoring program in higher education. Data collected through these in-depth interviews related to four primary research questions: a) How do women describe their experiences as a protégé in a formal mentoring program? b) What are the memorable messages female protégés receive from female mentors? c) What are the types of gender-related advice offered from female mentors to female protégés? d) To what extent has the mentoring experience shaped the protégé as a leader? Analysis of the content of the interviews through constant comparative methods pointed to these key findings: a) formal mentoring structures create a meaningful leadership development experience for aspiring female leaders; b) same-gendered mentorships create a communication interaction dynamic that impacts mentoring functions received; c) interpersonal comfort impacts communication and the interaction between the mentor and protégé; d) memorable messages serve as a vehicle for understanding the norms, values, and expectations of higher education administration leadership; e) memorable messages serve as a vehicle for understanding the opportunities and challenges associated with female leadership; f) same-gendered formal mentoring influences a protégé's pursuit of professional goals; g) same-gendered formal mentoring shapes the protégé's perspective on mentoring other aspiring leaders; h) same-gendered formal mentoring shapes the advice protégés share with other aspiring female leaders; and i) same-gendered formal mentoring is influential to a protégé's experiences outside of higher education administration. Examining the mentoring structure and types of mentoring advice exchanged in a same-gendered formal mentoring program in higher education provided insight into female leadership and illuminates the advice and experience same-gendered mentoring dyads share with one another about achieving success and balance as female leaders in higher education administration.

Mentoring as Transformative Practice: Supporting Student and Faculty Diversity Caroline S. Turner, 2015-09-21 Scholars examining how women and people of color advance in academia invariably cite mentorship as one of the most important factors in facilitating student and faculty success. Contributors to this volume underscore the importance of supporting one another within and across differences as critical to the development of a diverse professoriate. This volume emphasizes and highlights the importance of mentorship policies, processes, and practices that result in successful mentoring relationships. Real-life mentoring experiences inform students, beginning faculty, and those who would be mentors and provide evidence for policy makers about what works in the development of supportive and nurturing higher education learning environments. The guiding principles underlying successful mentorships, interpersonally and programmatically presented here, can have the

potential to transform higher education to better serve the needs of all its members This is the 171st volume of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and administrative problems confronting every institution Mutuality, Mystery, and Mentorship in Higher Education Mary Jo Hinsdale, 2015-03-17 This book is for higher education faculty and staff who wish to deepen their approach to mentoring all students but it is especially concerned with outsider students those who come from groups that were long excluded from higher education and who have been marginalized and minoritized by society and academia Mentoring is difficult work for an abundance of reasons and given higher education's troubled history of exclusion as well as a contemporary context fraught with social and power imbalances it can be especially challenging when the mentorship takes place across dimensions of difference such as social class race ethnicity sexuality gender or ability Mutuality, Mystery, and Mentorship in Higher Education examines the seemingly spontaneous and serendipitous connection between mentor and protégé and points to a new vision of mentorship based on a deep sense of reciprocity between the two Hinsdale proposes that if more mentors take a responsive decolonizing approach to their work across difference then the promise of social and class mobility through education might be realized for more of our students and the tide might begin to turn toward an increasingly inclusive intellectually open academy Mentoring Dilemmas Audrey J. Murrell, Faye J. Crosby, Robin J. Ely, 1999-03-01 The world is continually changing As organizations become more diverse the need to recognize and develop talent within others becomes more critical and more complex Herein lies the fundamental dilemma that parties to these important relationships face Based on a recent gathering in Amherst the contributors of this volume attempted to help each other better understand the issues that they were facing in their own diversified mentoring relationships as mentors protégés or both This volume is the result of their efforts Organized into three sections the book focuses on the different types of mentoring perspectives theoretical empirical and experiential It addresses the following issues Developmental relationships the emerging themes and theoretical models that discuss the experiences of various ethnic populations Empirical evidence qualitative and quantitative research that examines the impact of diverse mentoring relationships First hand accounts experiences that recount key lessons learned in various situations including breaking the glass ceiling among others

## **Examining Protege Mentor Experiences Examining Mentoring Protege Experiences Vol 2 Diversity In Higher Education S** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Examining Protege Mentor Experiences Examining Mentoring Protege Experiences Vol 2 Diversity In Higher Education S**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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