

---

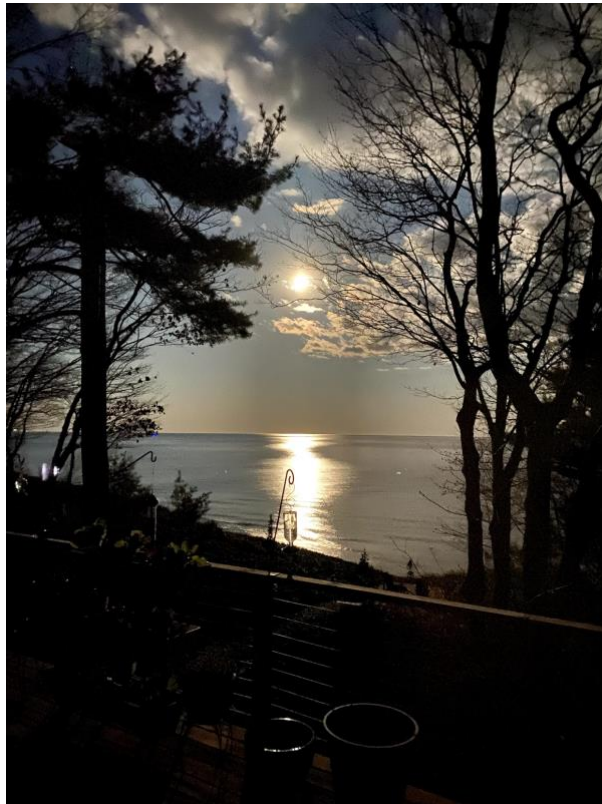
# BUILDING PRODUCTIVE SCHOLARLY COLLABORATIONS AND GETTING YOUR RESEARCH PUBLISHED

---

12 NOVEMBER 2024  
UNIVERSITY OF PADOVA  
PARTICIPANT GUIDE

FUTURE DR.

---



**Laura L. Bierema**

582 Pulaski Street

Athens, GA, 30601, USA

Phone: +1 706-248-5290

E-Mail: [bierema@uga.edu](mailto:bierema@uga.edu)

Web: <https://www.drlaurabierema.com/>

<b>Laura L. Bierema.....</b>	<b>4</b>
<b>1.0 Welcome and Overview .....</b>	<b>5</b>
<b>1.1 Purpose.....</b>	<b>5</b>
<b>1.2 Outcomes.....</b>	<b>5</b>
<b>1.3 Building Productive Scholarly Collaborations and Getting Your Research Published Workshop     Agenda .....</b>	<b>6</b>
<b>1.4 Check-In .....</b>	<b>6</b>
<b>1.5 Small Group Reflection .....</b>	<b>7</b>
<b>1.6 The Privilege of Doctoral WORK .....</b>	<b>8</b>
<b>2.0 Identify Factors And Benefits of Healthy Mentoring Relationships in Academia.....</b>	<b>9</b>
<b>2.1. Defining Mentoring.....</b>	<b>9</b>
Developmental Relationships .....	10
How Are Developmental Relationships Developed? .....	10
<b>2.2 Understand Mentoring Roles .....</b>	<b>11</b>
Mentoring Is/Is Not.....	11
Mentor and Mentee Roles.....	11
Benefits to Mentees .....	12
Benefits to Mentors.....	12
Research Mentoring (CIMER).....	12
The Mentoring Relationship Continuum.....	13
<b>2.3 Identify Obstacles to Healthy Mentoring .....</b>	<b>14</b>
Activity: What is Okay and Not Okay in Mentoring? .....	14
<b>2.4 Consider The “Mentoring Constellation” .....</b>	<b>15</b>
<b>3.0 Tools for Effective Collaborations .....</b>	<b>16</b>
<b>3.1 Communicate Effectively .....</b>	<b>16</b>
<b>3.2 Make Sure Your Expectations Match Using the Five &amp; Five.....</b>	<b>16</b>
<b>3.3 Follow These Tips for Effective Collaborations .....</b>	<b>17</b>
<b>3.4 Care for the Reader as a Student and Collaborator! .....</b>	<b>17</b>
As a Student Your Priority is to WRITE!.....	17
Good Writing: .....	17
After receiving feedback on your draft .....	18
Managing your chair.....	18
Managing your committee.....	18
<b>4.0 Get Your Research Published .....</b>	<b>19</b>



**4.1 Tips For Getting Published in A Research or Academic Journal .....19**  
    Writing The Article ..... 19  
    Submitting Your Work..... 19  
    Receiving and Responding to Feedback..... 20

**4.2 Turning your Dissertaton into an Article .....21**

**4.3 Getting Your Journal Article Published.....23**

**5.0 Wrap up.....25**

**5.1 Assorted Wisdom on Graduate Education .....25**

**5.2 Check-Out .....25**

**References.....26**





**LAURA L. BIEREMA** is Professor, University of Georgia, Mary Frances Early College of Education (MFE COE). Her academic program is in Adult Learning, Leadership, and Organization Development. Prior to joining UGA, Dr. Bierema was Assistant Professor in the School of Labor and Industrial Relations at Michigan State University where she also worked in faculty development in the College of Human Medicine. Before her career in academia, Dr. Bierema held a variety of human resources management and executive positions in the automotive industry with AlliedSignal, Inc. (now Honeywell). From 2013-2016, Dr. Bierema was the UGA MFE COE Associate Dean for Academic Programs.

Dr. Bierema's research interests include workplace learning, career development, women's development, organization development, executive coaching, leadership, and critical human resource development. Dr. Bierema holds both bachelor's and master's degrees from Michigan State University and a doctorate in adult education from the University of Georgia. She has published over 100 articles and chapters that have appeared in both research and professional publications. Dr. Bierema's books include:

- *Women's Career Development across the Lifespan: Insights and Strategies for Women, Organizations, and Adult Educators*
- *Philosophy and Practice of Organizational Learning, Performance, and Change*
- *Critical Issues in Human Resource Development*
- *Implementing a Critical Approach to Organization Development*
- *Adult Learning: Linking Theory and Practice* 1<sup>st</sup> Edition and 2<sup>nd</sup> Edition (forthcoming)
- *An Introduction to Organization Development: An Action Research Approach, 1<sup>st</sup> and 2<sup>nd</sup> Editions*
- *Connecting Adult Learning and Knowledge Management: Strategies for Learning and Change In Higher Education and Organizations.*
- *Human Resource Development: Critical Perspectives and Practice*
- *Rethinking Career Development: A Critical Perspective*
- *The Inquiry Action Coaching Process (forthcoming)*

Dr. Bierema has won multiple awards throughout her career for research, teaching, mentoring, and leadership. Notable awards include: the Cyril O. Houle Scholar Grant in Adult and Continuing Education; the Richard A. Swanson Excellence in Research Award; 2012 winner of the University of Georgia College of Education Russell H. Yeany, Jr. Research Award; 2012 recipient of the Sherpa Trailblazer of the Year Award in recognition of innovation application of the Sherpa Coaching Process; 2013 winner of the Academy of Human Resource Development's Outstanding Scholar Award; 2014 winner of the Academy of Human Resource Development's Book of the Year; 2015 winner of the University, Professional, and Continuing Education Association Phillip E. Frandson Award for Literature; 2017 recognition as a Master Executive Coach by Sherpa Coaching; 2018 US Fulbright Research Scholar; 2018-2019 UGA Senior Teaching Fellow; 2019 recipient of the Ira Aaron Mentoring and Collegiality Award; 2022 Inductee into the Adult and Continuing Education Hall of Fame; 2022 UGA Aderhold Distinguished Professor; 2022 Academy of Human Resource Development (AHRD) Human Resource Development Scholar Hall of Fame; 2022 AHRD Forward Award for leadership as President from 2020-2022; and 2023 AHRD Book of the Year.

Lest Dr. Bierema take herself too seriously, she balances her left brain by learning Italian, talking to her dogs, riding her bicycle around the world with her spouse Mark, tasting fine wines, collecting original art, cooking gourmet vegetarian meals, baking sourdough bread, reading great literature and trashy novels, traveling to interesting places near and far, indulging in gastronomic adventures with friends, and hitting the beach whenever possible, preferably in Onekama, MI on the Lake Michigan shore.

## 1.0 WELCOME AND OVERVIEW

---

The *Building Productive Scholarly Collaborations and Getting Your Research Published Workshop* is for PhD Students. This session explores how to build and improve mentoring and advising relationships so you can thrive as a student and in your future career.

Dr. Bierema is an internationally known expert in adult education, leadership, coaching, and organization development. She is a certified Entering Mentoring Facilitator through CIMER (Center for the Improvement of Mentoring Experiences in Research) at the University of Wisconsin, USA. She uses an active learning, adult-centered pedagogy, and the workshop will be highly interactive. Participants will leave with tools and strategies they can readily apply. The workshop design draws on some of Dr. Bierema's work:

Bierema, L. L. (2024). *Rethinking adult career development: A critical perspective*. Edward Elgar.

Bierema, L. L. & Fedeli, M. (In progress). *Adult learning: Linking Research and Practice*, 2<sup>nd</sup> Edition. Wiley & Sons.

### 1.1 PURPOSE

---

The purpose of the *Building Productive Scholarly Collaborations and Getting Your Research Published Workshop* is to help you build effective research advisement and collaboration, develop constructive approaches to resolving tensions, and focus on getting your research published.

### 1.2 OUTCOMES

---

**As a result of attending the 3-hour workshop, participants will:**

1. Distinguish the factors and benefits of healthy mentoring relationships in academia.
2. Learn tools for effective collaboration.
3. Explore strategies for publishing your research.
4. Share best practices

## 1.3 BUILDING PRODUCTIVE SCHOLARLY COLLABORATIONS AND GETTING YOUR RESEARCH PUBLISHED WORKSHOP AGENDA

---

1. **Share a Welcome and Overview**
  - a. Review Purpose, Outcomes, and the Agenda
  - b. Share introductions and reflections on scholarly collaboration
2. **Identify Factors and Benefits of Healthy Mentoring Relationships in Academia**
  - a. Define mentoring
  - b. Understand mentoring roles
  - c. Identify obstacles to healthy mentoring
  - d. Consider the “mentoring constellation”
3. **Create A Research Mentoring Foundation**
  - a. Review the Mentoring Cycle
  - b. Communicate Effectively
  - c. Foster Trust
  - d. Align Expectations in Mentoring
  - e. Develop Mentoring Agreements
  - f. Consider Exemplars of Mentoring Agreements
4. **Analyze Mentoring Case Studies**
  - a. Case 1: The Sulky Undergraduate
  - b. Case 2: Doctoral Student Blues
  - c. Case 3: Is it OK to Ask?
  - d. Case 4: Giving Constructive Feedback
5. **Explore Ways of Getting Your Research Published**
6. **Wrap Up**

\*We may not cover all the tools provided in the *Participant Guide*. They are explained for your future use and mentoring.

## 1.4 CHECK-IN

---

Share the following information in the chat:

1. Name.
2. Stage in your PHD program.
3. Two words describing your feelings about your research today.





## 1.6 THE PRIVILEGE OF DOCTORAL WORK

---

As a doctoral student and future PhD, you are privileged. With that privilege comes responsibility. It is our hope and expectation that you will graduate with the capacity to reflect on your thoughts and actions, think critically, engage in mindful practice, and contribute to the knowledge base in a way that benefits both theory and practice. To do these things requires that you become a scholarly practitioner.

You have entered a community of scholars.

**10,678 Italians graduated with a PhD in 2014 and .5% of the population holds a doctorate.**

<https://worldpopulationreview.com/country-rankings/phd-percentage-by-country>, which means you are in a highly-privileged position.

Your status as a doctoral student and future PhD makes you part of a unique and privileged group. our privilege entails responsibility to the field, your stakeholders, and to yourself. Making the most of your privilege to attain a doctorate requires perseverance, persistent reflection, dedicated critical thinking, and developing scholarly practice.

## 2.0 IDENTIFY FACTORS AND BENEFITS OF HEALTHY MENTORING RELATIONSHIPS IN ACADEMIA

---

### 2.1. DEFINING MENTORING

---

The adage *“It isn’t what you know, it’s who you know”* is often used to describe the way in which opportunities and advancement may be less a function of specialized training and more a matter of networks that connect us to people who can help us advance. Our focus is on coaching mentors and although **mentoring** definitions vary somewhat (Haggard, Dougherty, Turban, & Wilbanks, 2011; Kram, 1985a), the process has been described as:

- A developmental relationship
- A one-time career sponsorship
- Coaching
- A committed, long-term, mutually beneficial formal relationship

**Formal mentoring** has been defined as an organizationally sanctioned learning relationship involving mentors sharing knowledge to advance a newer employee’s career (Wanberg, Welsh, & Hezlett, 2003). Zey’s (1984) definition of a mentor as someone *“who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring”* (p. 7), is less broad than Kram’s (1980) definition, which describes both career and psychosocial support and mentoring phases.

**Career support:** offering mentees necessary career advancement skills, the opportunity for challenging and visible assignments.

**Psychosocial support:** including role modeling, confirmation, and counseling.

Traditional mentoring is characterized typically by a senior person helping a more junior person navigate career issues, challenges, and opportunities. That said, there are many flavors of these relationships that do not follow the seasoned elder helping the novice sort out career strategy.

---

## DEVELOPMENTAL RELATIONSHIPS

---

A relationship that helps advance someone's career is generally known as a **developmental relationship**. This term encompasses a range of relationships that “*contribute to individual growth and career advancement*” (Crosby, 1999, p. 7). These relationships include mentoring as well as less intense relationships such as sponsorship, networks, and peer support:

**Mentoring**—When a senior person takes an interest in the learning, advancement, and career development of a junior person.

**Sponsorship**—When someone supports you for a particular assignment, recognition, or promotion.

**Network**—When you belong to a group that shares a particular affinity for challenges unique to that group—such as women, people of color, or LGBTQ.

**Peer support**—When you provide mentoring or coaching to a person at your same rank or position.

Developmental relationships can be rich opportunities for learning, increased visibility, exposure to role models, developmental experiences, and promotional opportunities. Although developmental relationships depend on the right chemistry, it is always worth the risk to forge them.

---

## HOW ARE DEVELOPMENTAL RELATIONSHIPS DEVELOPED?

---

As someone who works with research mentors or supervisors, you may observe various developmental relationships. Here are some tips that may be useful for mentors or mentees/proteges:

**Observe** how your colleagues and superiors interact and learn from their mentoring relationships.

- What do they do well?
- How could they improve?
- What do you want to emulate?
- With whom do you want to build a relationship?

**Talk about your career plan** with your supervisor, colleagues, and others with whom you might like to develop a developmental relationship.

**Ask** past and present colleagues, supervisors, professional contacts, mentors, coaches, family, or friends **for feedback** on your key strengths and growth areas.

Contact people with whom you would like to build a developmental relationship. Share your career aspirations and **ask for their help**.

**Join** professional associations and get involved.

**Thank** the people who help you and pay it forward.

## 2.2 UNDERSTAND MENTORING ROLES

You might need to help research mentors or supervisors understand the roles in advising.

### MENTORING IS/IS NOT

Mentoring IS	Mentoring Is NOT
<ul style="list-style-type: none"> <li>• Relationship-oriented</li> <li>• Long term</li> <li>• Development driven</li> <li>• Dependent on good design</li> <li>• Does not necessarily involve a direct supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Task oriented</li> <li>• Coaching</li> <li>• Teaching</li> <li>• A quick fix</li> <li>• Performance driven</li> <li>• Remedial</li> <li>• Training</li> </ul>

### MENTOR AND MENTEE ROLES

#### Mentor

- Listen actively and deeply
- Ask powerful questions
- Dedication to mentee success
- Prepare for meetings—create agendas
- Set clear boundaries and expectations
- Establish short- and long-term goals
- Assign homework
- Maintain and respect privacy honesty, and integrity
- Understand that your role is not simply dispensing advice. Help the mentee find the answer so they build independence.
- Don't make assumptions—ask.
- Celebrate achievements
- Give more than you ask for
- Lead by example
- Stay positive
- Show mutual respect

#### Mentee

- Curiosity
- Take initiative to communicate, set up meetings, and ask for help.
- Honor your commitment.
- Expect support, not miracles.
- Communicate your needs clearly.
- Be teachable
- Willing to step out of comfort zone
- Possess the 3R's:
  - Responsible
  - Respectful
  - Ready
- Prepare for meetings
- Keep in touch
- Be honest about what is going on with you
- Observe confidentiality
- Ask for feedback
- Accept and hear feedback
- Do not get defensive

Benefits in the mentoring relationship are many:

BENEFITS TO MENTEES	BENEFITS TO MENTORS
<ul style="list-style-type: none"> <li>• Enhances academic performance</li> <li>• Boosts productivity</li> <li>• Promotes professional skill development</li> <li>• Creates opportunities for networking</li> <li>• Assists with job searches</li> <li>• Builds professional competence and identity development</li> <li>• Improves income and promotion prospects</li> <li>• Bolsters career eminence</li> <li>• Heightens satisfaction with academic training/institution</li> <li>• Reduces stress and role conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Personal satisfaction</li> <li>• Personal fulfillment</li> <li>• Creative synergy and professional rejuvenation</li> <li>• Networking</li> <li>• Motivation to remain current</li> <li>• Friendship and support</li> <li>• Reputation for talent development</li> </ul>

### RESEARCH MENTORING (CIMER)

CIMER is the Center for the Improvement of Mentoring Experiences in Research at the University of Wisconsin, USA. They offer these roles in research mentoring as of import:

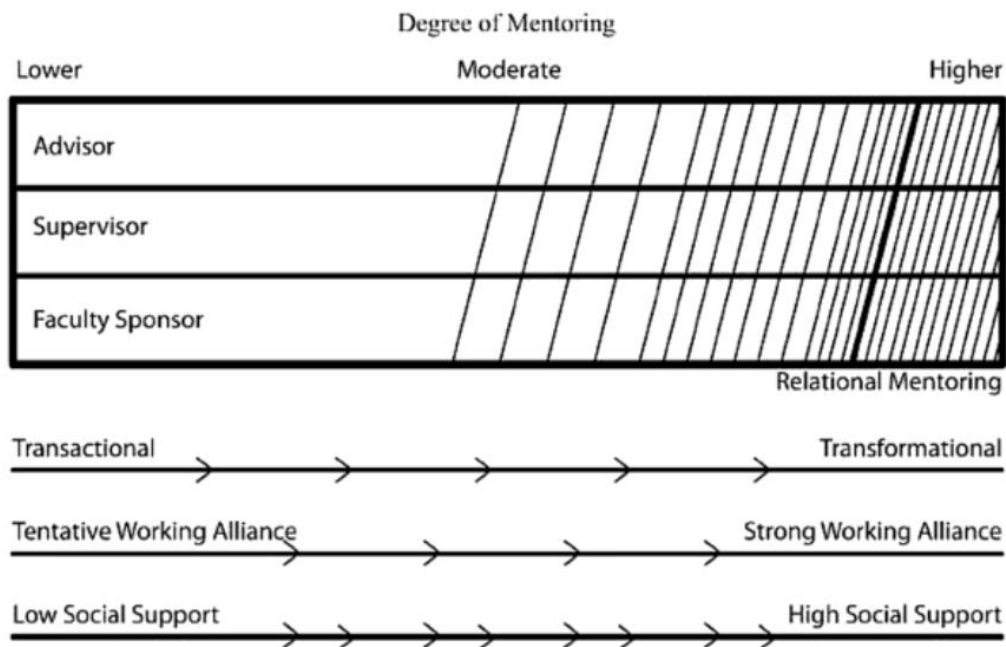
- Teach by example
- Train mentee in disciplinary research
- Improve mentee’s writing and communication skills
- Provide growth experience
- Help mentee build self-confidence as a researcher
- Model and promote professional behavior
- Inspire
- Offer encouragement
- Assist with mentee’s career advancement
- Facilitate networking
- Help bridge research and practice
- Others...

**What do you need from your advisor or mentor?**

THE MENTORING RELATIONSHIP CONTINUUM

Students or advisees often assume their mentor will be highly involved, promoting their transformation through the program. Yet, the reality is that mentoring relationships fall along a continuum from transactional with low faculty involvement to transformational with high faculty involvement (Johnson, 2016). It can be helpful for both the faculty and the student to consider what type of relationship they have and whether it aligns with the one they want.

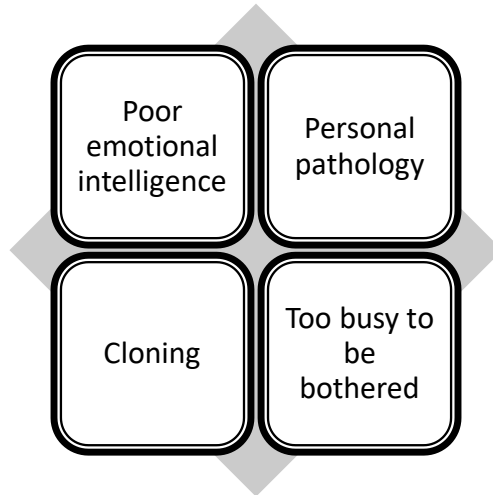
Mentoring Relationship Continuum Model



Research mentors help train mentees in the discipline and to improve their writing and communication skills. The mentee builds confidence as a research and learns to bridge theory and practice. Mentors assist with mentee’s career advancement and model professional behavior. If the relationship is effective the mentee should grow, be inspired, feel encouraged, and have access to networks.

2.3 IDENTIFY OBSTACLES TO HEALTHY MENTORING

As you diagnose problems that occur between students and mentors or advisors, consider these common non-productive mentoring behaviors:



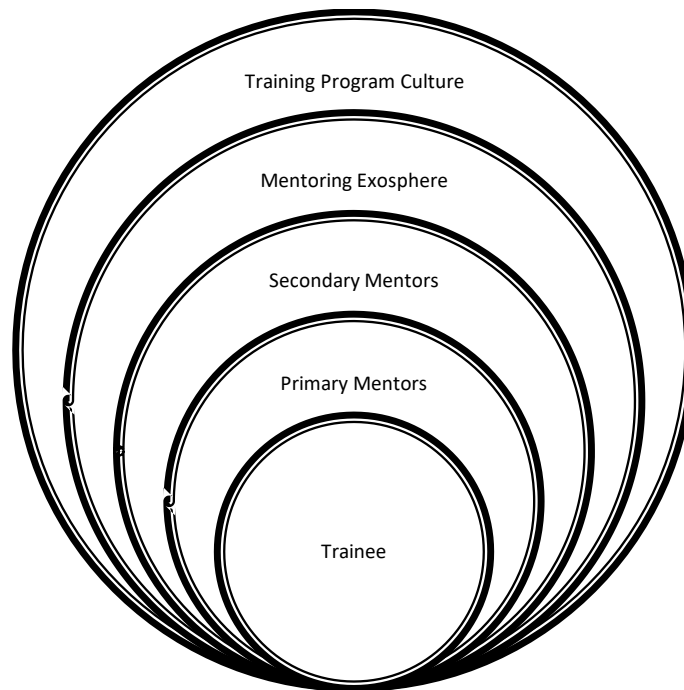
ACTIVITY: WHAT IS OKAY AND NOT OKAY IN MENTORING?

1. Join a small group
2. Generate a list of mindsets and behaviors that are **acceptable** ways for students to interact in collaborative relationships (with mentors, advisors, or colleagues).
3. Generate a list of mindsets and behaviors that are **unacceptable** ways for students to interact in collaborative relationships (with mentors, advisors, or colleagues).
4. Share

Okay in Mentoring/Advising	Not Okay in Mentoring

## 2.4 CONSIDER THE “MENTORING CONSTELLATION”

Similar to the Mentoring Relationship Continuum Model, the Mentoring Constellation is the mentoring ecosystem that considers where mentoring falls in the greater structure of the university and profession (Johnson, 2016).

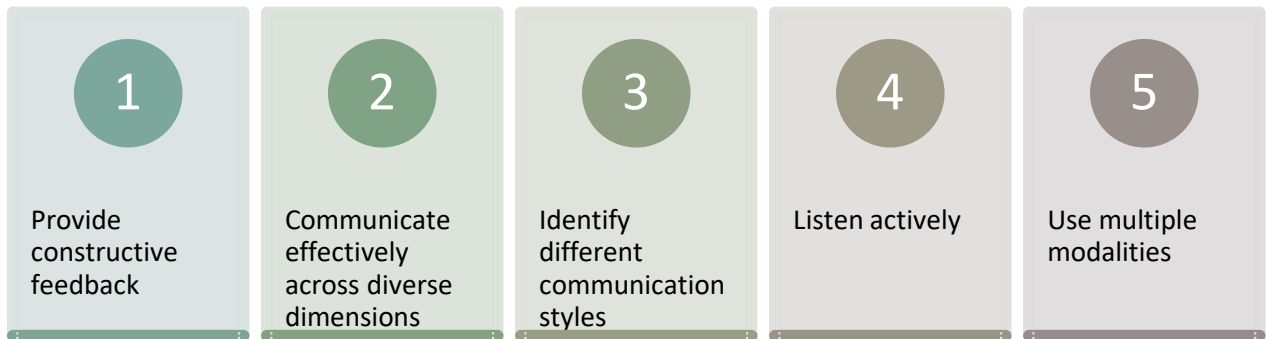


1. **Trainee:** The graduate student mentee.
2. **Primary Mentors:** Key advocates and confidants who serve as the most transformative relationships and may be advisors, supervisors, or closest peers. These relationships involve greater psychological and emotional support, represent long-term collegial friendships, and have greater intimacy and reciprocity than relationships elsewhere in the constellation
3. **Secondary Mentors:** A broader level of collegial and developmental support, usually characterized by less intimate and committed relationships, although supportive and helpful professors, supervisors, and peers.
4. **Mentoring Exosphere:** Constitutes a third dimension in the mentoring constellation. These relationships are tertiary collegial connections that are typically more formal and defined less by emotional support and reciprocity and are limited to discrete episodes of guidance or assistance roles that may include role modeling, friendships, research or supervision team members, and other professors with whom the mentee has sparse but meaningful contact
5. **Training Program Culture:** The final layer of the Mentoring Constellation is the broader culture of the department, school, or institution. This is a macro dimension that influences the effective functioning of the other layers of the constellation. Three variables influence the quality of the constellation to include: diversity, strength of ties, and initiative initiatory behaviors.

What is the mentoring constellation in your unit or at the university?

## 3.0 TOOLS FOR EFFECTIVE COLLABORATIONS

### 3.1 COMMUNICATE EFFECTIVELY



### 3.2 MAKE SURE YOUR EXPECTATIONS MATCH USING THE FIVE & FIVE

Make sure expectations are clear by using the “Five & Five.” It is a quick, low-risk activity to help people understand and resolve discrepancies in expectations and have a conversation about the work and assumptions being made about it.

Steps:

1. Have the student and advisor separately write down the top 5 things the student is responsible for doing in their job or research.
2. The student and advisor compare lists and use the discrepancies as a springboard to discuss expectations and priorities and resolve conflicts before they arise or escalate.

Student	Advisor
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### 3.3 FOLLOW THESE TIPS FOR EFFECTIVE COLLABORATIONS

---



Design and communicate clear goals for the research project



Listen to and consider expectations of each other in the relationship



Consider how personal and professional differences may impact expectations



Clearly communicate expectations for the relationship



Align collaborative expectations

### 3.4 CARE FOR THE READER AS A STUDENT AND COLLABORATOR!

---

---

#### AS A STUDENT YOUR PRIORITY IS TO WRITE!

---

1. Make writing a priority and write
2. Seek feedback
3. Collaborate and learn
4. Seek good writing examples
5. Discuss drafts regularly
6. Clarify feedback when necessary
7. Celebrate writing successes

---

#### GOOD WRITING:

---

1. Compels
2. Convinces
3. Educates

---

### AFTER RECEIVING FEEDBACK ON YOUR DRAFT

---

1. Expect constructive feedback and advice for improving
2. Ask for elaboration when feedback is unclear
3. Make sure you understand the global concerns
4. Make sure you understand particulars
5. Address the feedback in next draft
6. Use track changes and write a memo

---

### MANAGING YOUR CHAIR

---

- They are your primary contact
- Communicate with them regularly
- You advance when they are reviewing drafts
- Engage your chair and methodologist in research-oriented discussions and draft reviews
- Identify areas to progress when waiting for feedback
- Discuss how your chair wants to be reminded
- Discuss timelines
- Agree on boundaries

---

### MANAGING YOUR COMMITTEE

---

- When you receive conflicting advice, defer to chair
- Keep them updated regularly
- Ask them for help when needed
- Request feedback regularly
- Recognize criticism is intended to be developmental

## 4.0 GET YOUR RESEARCH PUBLISHED

---

---

### 4.1 TIPS FOR GETTING PUBLISHED IN A RESEARCH OR ACADEMIC JOURNAL

---

#### WRITING THE ARTICLE

---

- **Treat your writing like you are telling a story** that has logical progression and accomplishes the goals that you hope to achieve with your paper.
- **Do not write and edit simultaneously.** Try putting draft headings and subheadings throughout your paper and then free write and get ideas and bullet points down. Then use the bullet points to begin to build a more cohesive synthesized argument or discussion period don't get hung up if you can't find the words you are looking for either come back to it later or open your thesaurus.
- **Don't bury your argument.** It is not good care of the reader if they can't figure out what the purpose of the paper is. A good rule of thumb is to show extreme care for the reader which is ensuring that you provide them with a compelling, convincing, and educational reason to keep reading.
- **Ask a trusted colleague to review and edit** your work period you want someone who can give you constructive feedback and either is familiar with editing and or familiar with your topic.
- **Get published by writing a review or a response to an article that has already been published.** This approach is easier than publishing a full journal article, and it can give you a chance to get your name out there, learn the publication process, and if you are reviewing a book perhaps get a free copy of a book you would like to read. Journals are constantly looking for reviewers and reading their guidelines and editorial information and communicating with the editor is a good way to have opportunities to publish.
- As is discussed in the next sections, **do not try to cram your entire dissertation into a 5000-to-7000-word journal article.** It is impossible. Writing an article on your journal of your dissertation can be one of the most difficult writing tasks because you spent years working on it and the document is voluminous. So, follow the advice in the following pages to distill your dissertation down into one or more articles.

#### SUBMITTING YOUR WORK

---

- **Pick the journal that is most appropriate for your work.** People who have reviewed for journals or edited them for many years will tell you many articles get submitted to journals that are completely inappropriate for the scope and focus. It helps if you recognize some names on the editorial board as people who are in your field or you've read their work.
- **Follow the correct submission procedures as outlined on the website of the journal.**
- **Do not repeat your abstract in the cover letter.** Instead, tell the editor what is unique or significant about your work and why you think it is a good fit with the journal. The editor and the reviewers will read your paper and soon the abstract and contents will be revealed.

- **Articles often get rejected because there was a lack of context or connection** with the field of the journal you have submitted your work to. Be sure to speak to the audience of the journal and ensure that the article clearly conveys by their research is important to your particular audience. Ensure that your discussion of methodology is clear and accurate about the nature and scope of your data collection. If you are working from a particular theoretical perspective, which is recommended, ensure that the framework is clear throughout the manuscript.

---

### RECEIVING AND RESPONDING TO FEEDBACK

---

- **The first time you receive feedback for a submission, it is easy to overreact.** It is quite common to get a revise and resubmit decision, which means that the editor is interested in publishing your article but it needs some improvements before it is camera ready. Most journals ask you to respond directly to the feedback. It is helpful to create a table for each point of feedback and explain with adequate detail how you have addressed it in the manuscript. It is also advisable to read the feedback and set it aside so that you can respond calmly and collectively.
- **When you do receive a revise and resubmit, it is a cause for celebration** because it means that the editor wants to publish your work period unfortunately many authors give up at this point rather than responding constructively to the feedback and submitting a revision.
- **You do not have to agree with the reviewers.** When you disagree, you can explain why you are declining the recommendation with justification for your decision of course always framed with politeness. Most editors will accept disagreements with their reviewers.
- **Consider how quickly you want to publish** your work. Journal of publishing is not exactly speedy and certain journals will take longer than others. Some journals publish within the text of the article the timeline from submission to publication and that could be a good indicator. If you are preparing for a job interview or going up for tenure you will want to be clear how long it would take for your work to make it through the review process to publication.
- **When you read a published paper, remember it didn't start out in its final published form.** You are seeing the final draft that has been through the rounds of revisions and edits. Your paper will be like those if you take the feedback to heart and submit revisions.

Adapted from:

The Guardian, (n. d.). *How to get published in an academic journal: top tips from editors*. The Guardian. <https://www.theguardian.com/education/2015/jan/03/how-to-get-published-in-an-academic-journal-top-tips-from-editors>

## 4.2 TURNING YOUR DISSERTATION INTO AN ARTICLE

### Articulate Your Long-Term Goals

#### Ask Yourself:

- What type of scholar or practitioner do I see myself becoming?
- How will the article advance my career or stature in the field?
- Whom can I consult with for advice on advancing my career? (self, peers, colleagues, and mentors).
- Where do I want to see my name in print?

### Reframe that Tome also known as Your Dissertation

- Now that you are (or soon will be) “Dr.” you have already proven yourself to your committee. Journal editors and reviewers do not need proof that you have:
  - Exhausted the literature
  - Explored all relevant methodologies
  - Demonstrated your deep knowledge of your field
- Critically evaluate your dissertation:
  - Identify the articles you can write from it
  - Prioritize the articles (position in your field)
  - Identify other fields where your work may have interest or relevance
  - Find journals both within and outside your field as potential publication outlets

### Craft a Targeted Article to Your Audience

- Bottom Line: You can't cut and paste your dissertation into anything meaningful.
- Repeat: You can't cut and paste your dissertation into anything meaningful.
- Reality: You need to craft a piece that is *customized* to your audience in terms of the:
  - Arguments
  - Literature that is succinct and current
  - Implications
  - Innovative Ideas
  - Style and Language

Consult the "Getting Your Journal Article Published" Job Aid for more specifics

### Decide What to Write

- Homing in on a particular part of your dissertation can seem impossible. Still, it is recommended to only focus on a portion of it for articles or adapt the work into a book.
- Ask Yourself:
  - What is most significant/original?
  - What is my goal for the publication? (education, application, theory building, influence, etc.)
  - What is my argument (and it may not be the same as the dissertation)

### Create a Functional Outline

- Outline the article
- Determine the lengths of sections in paragraphs or pages. This can help you pare down the dissertation.

### Target The Journal

- Revisit your career and article goals and generate a list of journals. Journal considerations include:
  - Competitive peer reviewed journal
  - Less competitive journal
  - Theoretical or conceptual journal
  - Practice-based journal

### A Dissertation Summary Won't Do (Bowen, 2010)

- Thick description is necessary
- Collaboration with colleagues has advantages
- Adherence to guidelines and deadlines is essential
- “Revise and resubmit” is quite common
- Electronic journals are not inferior
- Patience and persistence pay

### Prepare yourself for Rejection

- Don't expect acceptance on the first try.
- Expect to make revisions.
- Reframe feedback as a gift and learn from it.
- Discuss your disagreements with editorial feedback with the editor.
- Meet deadlines.

- Be polite and considerate.
- Know when to move on to another journal.

Dissertation versus Journal Article		
	Dissertation	Journal Article
<b>Abstract</b>	350 words	150-200 words
<b>Introduction</b>	Comprehensive development of background and literature with extensive citations.	A brief overview of topic with appropriate linkages to literature and context
<b>Methodology</b>	Nauseatingly descriptive.	Descriptive enough for replication and trustworthiness.
<b>Findings</b>	Exhaustive detailing of participants (+ profiles if qual) and all themes /sub themes explaining data.	Focused report of data based on article focus. This may be only a part of the data from the dissertation.
<b>Discussion</b>	Lengthy discussion that links literature and discusses the theoretical and practical bases of the conclusions. Demonstrates understanding of data, theoretical and practical linkages, and speculation about the findings.	A focused discussion aligned with the article topic that addresses conclusions and implications.
<b>References</b>	Lengthy citation list	Targeted, shorter list

**The Sharan Merriam Method of Developing Your Research into an Article**

**Introduction/Background**

- What is this topic all about? What do we already know about it? (A succinct review of the literature is sometimes placed here)
- What don't we know, and why is it important?

**Statement of the Problem (embedded in the introduction/background)**

- This paragraph succinctly summarizes the above information and identifies exactly what the problem is (that is, what we don't know)

- End the paragraph with a purpose statement (The purpose of this study is...)
- Review of the Literature (or Previous Research) If not covered in the intro/background, put it here; emphasize major pieces
- At the end, remind us of what the "gap" in the literature is that your study addresses

**Method**

- **Study Design** (survey? experiment? qual or a particular type of qual.?)
- **Sample Selection** – how was the sample selected? Was this random, convenience, or purposeful sampling? If purposeful, what criteria did you use to select people to be interviewed, sites/situations to be observed, etc.? How did you get participants?
- **Data Collection** – identify and describe the ways you collected data for this study (questionnaire, pre/post measures, interview, observations, documents)
- **Data Analysis** – how did you analyze the data that you collected?
- **Researcher's Positionality** - (becoming more visible in qualitative write-ups though many articles still do not have this)

**Findings**

- Begin this section with a short summary overview of your findings; (for qual, a data display, even a very simple one such as a table with a list of major findings is rec.)
- Using subheadings, present each finding with supporting data (statistical data if quant; if qualitative, exact quotes from your interviews, field notes, documents)

**Discussion (or Discussion and Implications)**

- What do you make of your findings? Any surprises? New insights? Tie your findings back to what is already known about the topic (the literature you reviewed earlier). "Position" your findings in the knowledge base; what has your study contributed?
- Implications for practice (almost always); recommendations for future research (maybe)

Bowen, G. A. (2010). From Qualitative Dissertation to Quality Articles: Seven Lessons Learned. *The Qualitative Report*, 15(4), 864-879.

<http://www.nova.edu/ssss/QR/QR15-4/bowen.pdf>

## 4.3 GETTING YOUR JOURNAL ARTICLE PUBLISHED

### Strategically Research and Select your Journal

- Read the journal's aims and scope.
- Read the journal's articles.
- Talk with colleagues who have published in the journal if possible.
- Ask the journal editor if your article is a good fit.
- Read the "Author Guidelines."

To write what is worth publishing, to find honest people to publish it, and get sensible people to read it, are the three great difficulties in being an author.  
Charles Caleb Colton

### Follow Writing Guidelines

- Write your paper *for* the journal you are targeting.
- Engage with ongoing debates in the field.
- Cite relevant publications, particularly those published in the journal.

### How to Publish your Journal Paper—APA

- Have a focus and a vision
- Write clearly
- Get a pre-review
- Send your manuscript to the right journal
- Beef up your cover letter
- Don't panic when you get rejected
- Read the reviews carefully
- Don't put off the revisions
- Be diplomatic
- Read articles published in the journal

### Observe Publishing Ethics

- Negotiate authorship early
- Ensure that cited work is properly cited
- ONE journal at a time

### Decide if Publishing is in Your Future

- Have multiple projects
- Submit multiple manuscripts
- Accept rejection and learn from it
- Find a peer mentor

### Use Resources to Help you Publish

Journal Prep: 101 Tips

<https://www.journalprep.com/FILES/101Tips.pdf>

Get A Life Blogspot: Publishing Articles

<http://getalifephd.blogspot.com/2010/05/key-to-publishing-journal-articles.html>

JournalSeek

<http://journalseek.net/>

Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/>

### Adapted from:

Sage: How to Get Published

<https://us.sagepub.com/en-us/nam/how-to-get-published>

APA

<http://www.apa.org/monitor/sep02/publish.aspx>

A person who publishes a book willfully appears before the populace with his pants down. If it is a good book nothing can hurt him. If it is a bad book nothing can help him.

Edna St. Vincent Millay

Checklist for Manuscript Submission	
	References are in journal-specified format (APA, Harvard, Chicago, etc.)
	Manuscript is within specified word limits.
	Manuscript is ready for blind review (where relevant) meaning there is nothing in the manuscript that identifies you.
	Writing is in the academic style.
	Title, abstract, and keywords are included per journal specifications.
	Manuscript begins with an introduction and clear, compelling purpose statement.
	Introduction makes the case for why the reader should care about your topic.
	The literature review covers key concepts and relevant works.
	Hypotheses or research questions are clear, logical, and compelling to the reader.
	Methodology is described clearly and specifically enough for reader to replicate. It discusses sample, measures, replicability, and trustworthiness.
	Analysis of data and discussion are clear and sensible.
	Any tables or figures enhance the reader's understanding of your points
	Results are discussed and key findings highlighted.
	Stated conclusions build on (not repeat) the findings.
	Copyrighted material is used with permission where appropriate.
	Document has been thoroughly proofread.
	A cover letter is included that succinctly introduces the manuscript and its key contributions.

**Handle a Rejection**

- Don't overreact. The criticisms are there to enhance your paper and help you improve as a scholar.
- Carefully read the referees' documents and the Editor's letter. You may need to do this more than once as the first read can be emotional and not mindful of the help offered.
- Try to focus on why. Ill focused? Wrong journal? Fundamentally flawed? Specific problem?
- Revise the paper.
- Submit to an alternative journal.

**Decode Editorial Feedback**

**Desk Reject**

The editor has rejected your manuscript without sending it out for review. This could be because of a lack of fit with the journal focus, inadequate literature review, a similar topic was recently published in the journal; the article being poorly written or incomprehensible, the article does not contribute to the knowledge base, or the work is methodologically flawed. This can be a subjective decision and does not necessarily mean the article is fatally flawed.

**Reject and Revise**

This generally means that the editor believes your article has potential and would like to publish it in the journal, but it needs major revisions. Follow the advice of the editor, revise, resubmit, and detail how you have responded to each concern in a memorandum that includes a table explaining:

Issue	Reviewer 1, 2, 3?	Valid?	Level of Revision?	Revision Made?	Notes
-------	----------------------	--------	-----------------------	-------------------	-------

Make sure you:

- Cover issues raised point-by-point, including page citations where appropriate.
- Demonstrate what you have done (see below)
- If you cannot/will not meet all criticisms, explain why.
- Keep your tone positive and constructive.
- Be patient. The revision process can take 2 -3 iterations

**Conditional Accept**

This usually means that your article is accepted, provided you address the minor issues requested by the editor. Follow the editor's advice and resubmit your manuscript with details of how you have addressed the concerns mentioned above.

**Outright Acceptance**

This is a rare occurrence in publishing. It means your manuscript has been accepted as is.

## 5.0 WRAP UP

---

### 5.1 ASSORTED WISDOM ON GRADUATE EDUCATION

---

*Both the man of science and the man of action live always at the edge of mystery, surrounded by it.*

-J. Robert Oppenheimer (1904 - 1967) US physicist

*Make sure you have someone in your life from whom you can get reflective feedback.*

-Warren Bennis (1925 - \_\_\_\_ ) US "educator, futurologist, advisor, writer

*Be careful what you swallow. Chew!*

Gwendolyn Brooks (1917 - 2000) US poet

*An expert is one who knows more and more about less and less.*

-Nicholas Butler (1862 - 1947) US educator

*Being a graduate student is like becoming all of the Seven Dwarves. In the beginning, you're Dopey and Bashful. In the middle, you are usually sick (Sneezy), tired (Sleepy), and irritable (Grumpy). But at the end, they call you Doc, and then you're Happy."*

-Ronald T. Azuma

*What is written without effort is, in general, read without pleasure.*

-Samuel Johnson

*We tend not to choose the unknown, which might be a shock or a disappointment or simply a little difficult to cope with. And yet it is the unknown with all its disappointments and surprises that is the most enriching.*

-Anne Morrow Lindbergh

### 5.2 CHECK-OUT

---

Share your next steps as a result of your learning today, either in the chat or out loud.

## REFERENCES

- Banerjee-Batist, R., Reio Jr, T. G., & Rocco, T. S. (2019). Mentoring functions and outcomes: An integrative literature review of sociocultural factors and individual differences. *Human Resource Development Review, 18*(1), 114-162.
- Bierema, L. L. (In press). *Rethinking adult career development*. Edward Elgar.
- Bierema, L. L. & Fedeli, M. (In progress). *Adult learning: Linking Research and Practice*, 2<sup>nd</sup> Edition. Wiley & Sons.
- Buche, M. W. (2008). Development of trust in electronic mentoring relationships. *International Journal of Networking and Virtual Organisations, 5*(1), 35-50.
- Carroll, M. A., & Barnes, E. F. (2015). Strategies for enhancing diverse mentoring relationships in STEM fields. *International Journal of Evidence Based Coaching and Mentoring, 13*(1), 58.
- Corbett, B., & Colemon, J. 2006. *The Sherpa Coaching Guide*. Sasha Corporation.
- Dreher, G. F., and Cox, T. H. (1996). Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology, 81*, 297-308.
- Eby, L. T.; McManus, S. E. (2004). The Mentee's Role in Negative Mentoring Experiences *Journal of Vocational Behavior, 65* (2), 255-275.
- Huizing, R. L. (2017). Mentoring together: A literature review of group mentoring. *Mentoring & Tutoring: Partnership in Learning, 20*:1, 27-55, DOI: 10.1080/13611267.2012.645599
- Johnson, W. B. (2015). *On being a mentor: A guide for higher education faculty*. Routledge. Johnson, W. B. (2015). *On being a mentor: A guide for higher education faculty*. Routledge.
- Kram, K. E. (1980). *Mentoring processes at work: Developmental relationships in managerial careers* (Doctoral dissertation). Yale University, New Haven, CT.
- Kram, K. E. (1980). *Mentoring processes at work: Developmental relationships in managerial careers* (Doctoral dissertation). Yale University, New Haven, CT.
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal, 26*, 608-625.
- Kram, K. E. (1985). Improving the mentoring process. *Training and Development Journal, 39*, 40-43.
- Kram, K. E. (1988). *Mentoring at work: Developmental relationships in organizational life*. University Press of America.
- Thomas, D. A. (2001). The truth about mentoring minorities. Race matters. *Harvard business review, 79*(4), 98-107.
- Wittmer, J. L. S., & Hopkins, M. M. (2018). Exploring the relationship between diversity intelligence, emotional intelligence, and executive coaching to enhance leader development practices. *Advances in Developing Human Resources, 20*(3), 285–298. <https://doi.org/10.1177/1523422318778004>