

Differing Perspectives: An Examination of a Mentoring Mindset

TREO Talk Paper

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Abstract

The Mentoring Mindset dissertation study examines the characteristics consisting of attitudes, behaviors, and competencies of protégés in a mentoring relationship. The study examines the presence or absence of a protégé mentoring mindset from the mentor's viewpoint. It also examines the presence or absence of a protégé mentoring mindset from the protégé's viewpoint. The mentoring mindset consists of five major categories: 1) takes initiative/lacks initiative [behavior], 2) learning orientation/lacks learning orientation [attitude], 3) skillful & organized/lacks skill and organization [competency], 4) relational skills/lacks relational skills [behavior, competency], and 5) reflective/unreflective [attitude, behavior]. The framework indicators of the presence of a protégé mentoring mindset are that the protégé takes the initiative, has a learning orientation, has a goal orientation, is relational, and is reflective.

The following research questions for the study:

What are the mentoring mindset characteristics of protégés, as identified by mentors?

What are the mentoring mindset characteristics of protégés, as identified by protégés?

What are the differences, if any, between mentor and protégé mentoring mindset characteristics?

Although the mentoring relationship is reciprocal in that participants expect to benefit from participation in the relationship through mutual identification (Eby & Lockwood, 2005), often graduate students miss this part of the equation. Some see the mentoring relationship as a one-way street in that mentors should always reach out to them. This viewpoint is reflected in some of the polling of graduate students. Mentors do not see it that way and look for protégés to initiate and when necessary to reach out assertively in building the relationship.

This research is interdisciplinary since it applies to any discipline. Interdisciplinary research implies academic and non-academic pursuits including many areas. I plan to continue to use tools like the mentoring mindset framework to provide mentors and protégés with avenues to build productive and satisfying relationships that enable people to solve real-world challenges in a multiplicity of ways. Additionally, mentoring is indispensable for mentors and protégés who seek to build scholarly academic careers.

References (optional)

Eby, L. T., & Lockwood, A. (2005). Protégés' and mentors' reactions to participating in formal mentoring programs: A qualitative investigation. *Journal of vocational behavior*, 67(3), 441-458.

Searby, L. (2014). The Protégé mentoring mindset: a framework for consideration. *International Journal of Mentoring and Coaching in Education*, 3(3), 255-276.