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| Article Summaries |
| Sports Mentorship |
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[**A Grounded Theory Study of the Mentoring Process Involved With Undergraduate Athletic Training Students**](http://ehis.ebscohost.com.proxy.ohiolink.edu:9099/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie45eaB7eLnhumk63nn5Kx95uXxjL6nrVCtqK5JsZa2Uq%2bouEy1lr9lpOrweezp33vy3%2b2G59q7Ra%2bstFGurq5Kta2khN%2fk5VXj5KR84LPfUeac8nnls79mpNfsVa%2brtkq1qbVPpNztiuvX8lXk6%2bqE8tv2jAAA&hid=101)

**Abstract**

William A. Pitney and Greg G. Ehlers (2004) did a study with students and mentors affiliated with an athletic training program accredited by the Commission on Accreditation of Allied Health Education Programs. This study’s purpose was to gain an insight on the mentoring process and to create a mentoring model. This study included interviews with 13 athletic training students and three interviews with these student’s mentors. The study produced three categories. The first one is mentoring prerequisites. The second category is interpersonal foundations and the third is education dimensions (Pitny and Ehlers, 2004). The mentoring prerequisites included accessibility, and approachability. Interpersonal foundations involve the mentor and the mentored having corresponding value, trust, and personal relationship (Pitney and Ehlers, 2004). The final category, educational dimensions, has the mentor facilitating knowledge and skill development, encouraging professional perspectives, and individualizing learning (Pitney and Ehlers, 2004). These two authors found that mentors must be approachable by the student (Pitney and Ehlers, 2004). Pitney and Ehlers (2004) found that mentoring a relationship is complex and it offers students a way to anticipate the future professional role.

**Critical Analysis**

There were three questions that the authors had throughout the study: (1) By what processes are ATSs mentored? (2) What is the nature of the mentoring relationship, and how does it contribute to the students' professional socialization? (3) How do students perceive their various mentoring experiences relative to learning their professional roles as future ATCs? (Pitney and Ehlers, 2004). This is exactly what has been talked about in the discussion groups though out the mentorship process is the relationship between the mentor and the mentored. It has been discussed that a mentor must be approachable, accessible, and there must be a relationship between the two parties involved. Pitney and Ehler (2004) talk about how a mentorship will allow the student an idea of what to expect with their position not only in a professional way but in a personal way as well. This article fits in well with what has been discussed throughout the sports mentorship class. Being able to have the mentor accessible, personable, and being able to form a relationship with them improves not only the mentorship but helps the mentor decide if this is the direction that they want to take their career.

**References**

[A Grounded Theory Study of the Mentoring Process Involved With Undergraduate Athletic Training Students.](http://ehis.ebscohost.com.proxy.ohiolink.edu:9099/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie45eaB7eLnhumk63nn5Kx95uXxjL6nrVCtqK5JsZa2Uq%2bouEy1lr9lpOrweezp33vy3%2b2G59q7Ra%2bstFGurq5Kta2khN%2fk5VXj5KR84LPfUeac8nnls79mpNfsVa%2brtkq1qbVPpNztiuvX8lXk6%2bqE8tv2jAAA&hid=101)By: Pitney, William A.; Ehlers, Greg G. Journal of Athletic Training. Oct-Dec2004, Vol. 39 Issue 4

**Mentoring Relationship: A Protégé Experience. By Akanni, Adesina Abimbola**

**Abstract**

Mentoring has been around since the beginning of time. There is formal (planned) or informal (traditional) mentoring. Formal mentoring restricts every interaction within the organizational goals. Informal mentoring lets the mentored be as open about things as possible with the mentor (Akanni). The mentorship can either be positive or negative with the mentor trying to build confidence of the mentored. The questions asked though this paper is: (1) What do the mentor and mentored each gain from the relationship, (2) What are the tensions that arise in the relationship and how o the mentor and mentored deal with the issues (3) How does the relationship change over the period of study (Akanni)?

**Critical Analysis**

For mentoring to be successful there must be a reciprocal, comfortable relationship between mentor and mentee. Both parties must work at the relationship to make it successful by being open-minded, respectful and keeping to the expectations they have set for the relationship. Ideally, the mentoring relationship will be a mutually beneficial one; as the mentor learns from the mentee and the mentee from the mentor. Every mentoring relationship is unique. That is what makes the mentorship beneficial both professionally and personally to the mentee. Like most successful relationships between two people, the mentor/mentee relationship is definitely a “twoway” street. Throughout the process, both individuals give something to the relationship and get something as well. The mentors gain the opportunity to exchange ideas with another person, professional recognition, and an opportunity to shape the future of the industry. The mentees obtain a sense of realism of the professional culture, enhanced connections, and access to continuing education.