
Expectations and Obligations of the Mentor and Mentee towards Career Growth and Development

Adebayo, Tajudeen Temitayo
Kayode Olayiwola Adepoju
Omole, Michael Segun
Adio, Rasaan Adetona

ABSTRACT

Career progression is a serious business in any organisation. This is chiefly achieved via mentoring programmes which benefit the mentor, mentee and the organisation. Mentoring bridges the gap that might exist between the professional on the field who is being referred to as a mentor and the newly employed worker known as mentee, who is aspiring to become an expert. However, both the mentor and mentee have varied expectations and obligations towards successful mentoring. While the expectations and obligations of a mentor are: inclination to share knowledge, expertise and skills; act as a positive and progressive role model by exhibiting an optimistic and progressive assertiveness and approaches; attach personal attention and curiosity to mentoring relationship, demonstrations of professional zeal on the field; values current knowledge and development in the field; offer of supervision and productive feedback to the mentee; command respect from contemporaries and other workforces within the organization, the mentee are obliged and expected to make arrangements and preparations for discussions, possession of attitudinal flexibility, understand the mentor's schedule, making necessary enquiries from the mentor, self-understanding, allow the mentor to lead, request for feedback, expression of appreciation to the mentor and allow the mentoring interaction to be purely professional. The study concluded that if the highlighted obligations and expectations of the both mentor and mentee are met, mentoring programme will be fruitful and eventually lead to career growth and development

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Adebayo, Tajudeen Temitayo (PhD) is the Head of Department, Health Information Management, Federal Medical Centre, Owo, Ondo State. **Kayode Olayiwola Adepoju** PhD is affiliated with the Information Resources Management Department, Babcock University, Ilishan Remo, Ogun State. **Omole, Michael Segun** (PhD) is the Head of Department, Health Information Management, College of Health Technology, Ilesa Osun State. **Adio, Rasaan Adetona** (PhD in view) is the Head of Department, Health Information Management, National Hospital Abuja, FCT Nigeria. They may be reached via E-mail: adebayott@gmail.com, kayoed_adepoju@yahoo.com, osegunmicheal@gmail.com, adiorasaan2015@gmail.com



INTRODUCTION

Common subject matters between a new student and an expert do focus on asking the Career about career knowledge; accommodation concerns, client relations, disclosing weakness, career encounters and milestones, handling emotional evaluation and duties, publication in journals, the placement and deployment among others. All these information would arm and prepare the new employee for successful career growth and development as the employee requires the tutelage of an expert in the field for success. However, productive and fruitful guidance is a product of commitment of both the trainer and the trainee. This paper which is desk study took a cursory look at the obligation and expectation of both mentor and mentee towards growth and career development.

Mentorship is an affiliation in which a more proficient, skilful and erudite individual supports and guides a less knowledgeable person towards some forms of learning and specialization growth and advancement. It involves developmental partnership between a well-grounded Career with in-depth knowledge and experience in a specific area and an individual seeking learning and coaching for his/her development in the same area. Farren (2006) defined mentorship as a knowledge acquisition and growth expansion partnership between someone with huge experience and another who aspires to learn. Such interaction amid the duo, as opined by Rogoff, (1990) may lead to attainment of proficiency and cultural tools.

As jointly put by Fagenson-Eland, Marks, Amendola, (1997), mentorship practice and affiliation structure have impact on the “amount of psychosocial support, career guidance, role modelling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged”. Bozeman and Feeney (2007) said mentoring encompasses unceremonious diffusion of knowledge, psychosocial assistance and social capital observed by the mentee as pertinent to his or her job, livelihood, or specialisation advancement. It according to them entails casual communication, often direct and for a continuous period of stretch, between a person who is professed to have superior pertinent knowledge, understanding, or know-how (the mentor) and a person who is apparently have less (the protégé). A mentor inspires the personal and Career development of a mentee by sharing expertise,

skill, experience and knowledge. Having mentor has been fingered by Farren (2006) as the main reason people become masterful in a forte be it professions, sports, arts and science. There is a common quote by people that “great scientists stand on the shoulders of those who preceded them.” Mentor and mentee relationships were also said to be the most primitive forms of learning and Career development in an organisation. A worthy mentoring rapport affords newly employed staff, interns and fresh graduate with somebody who is ready to share their expertise, specialty and Career knowledge on the field. A good mentor is ever available and ready to give answer to any job relevant enquiries. Mentors should however guarantee that collaborations with mentees fulfil appropriate principled ethics. The drive behind the mentor bond is to stimulate the mentee’s Career development growth.

Mentoring and Career Growth and Development

Career growth and development is a process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Career development helps build and maintain morale of staff members, and is thought to attract higher quality staff to an organization. This is also being referred to as staff development. Mentoring offers a way of entrenching cost effective and worthwhile career development growth. It is a vehicle to maintain, support and preserve neophyte careers (Huling & Resta, 2001). In support of this, Bush and Coleman (1995) claimed that mentoring is an important mode of career development growth in many countries.

Mentoring is one of the main organisational means of achieving career development as it led to augmented communication abilities, evolving leadership characters, capacity building, problem-solving and progressing educational knowledge. Mentorship has symbiotic effects as both mentor and mentee drive benefits from the process. As opined by Resta, Huling, White and Matschek (1997); David (2000); Holloway (2001), mentor benefits immensely from mentoring process. According to the study of Peter (2013) conducted in Australia among Teachers in 2012, mentoring played a role of career enhancement and has been a source of communication talents improvement and development of



management roles. The mentoring assists the mentor career development by enabling him/her to be appreciated as a substance material, skilful and expert leader; acquaintance to new viewpoints, concepts, approaches and philosophies; extension of career development records in the organisation; opportunity to monitor and evaluate their own set objectives and practices and improvement in individual personal managerial and tutoring panaches. Other merits of mentorship towards career growth as highlighted by Michael (2017) involve a mentee: acquaintance to fresh concepts and new philosophy; counsel on increasing strengths and overpowering faults and flaws; assistance on their career development and improvement; augmented perceptibility and acknowledgement within the institution and the chance of cultivating new abilities, knowledge and expertise. The institution is not left out of the mentoring partnership as the institution is set to achieve the following: cultivate ethos and values of staff and career growth; share anticipated establishment comportments, approaches and practices; develop headship, managerial and training skills in executives; expand the scope of workers self-esteem, output, enthusiasm and inspiration and employ, preserve, develop and maintain performers.

Expectations and Obligations of the Mentor

Collins (2019) describes the mentor as person giving guidance and may be referred to as a godfather or godmother, while person receiving mentorship may be referred to as a protégé (male), a protégée (female), an apprentice or, a mentee. Mentor shares knowledge, assistance and resources with the mentee. These however hinge on the layout, plans and objectives specifically set at the initiation of the mentoring relationship. The mentor, Canadian Society of Exploration Geophysicists, (2018), could also share information about his or her own career path, provide guidance emotional support, motivation and role modelling to the mentee. A mentor may assist in exploring careers of a mentee, aid in goal settings, contact development and resources identification. A mentor role is not static and may vary as the aspirations and needs of the mentee change. Mentoring relationships could be informal, formal or semi-formal part of the organized programs that have detailed anticipations and strategies. A good mentor possesses the following qualities as insinuated by (DO-IT, 2019).

Inclination to share knowledge, expertise and skills: This involves willingness to teach what he/she possesses and the readiness to accept the any level the mentee could be within the ladder of career development i.e interns current level of knowledge, ability and capabilities. The mentors should imagine what it is as a beginner. The mentor should take the mentoring relationship seriously with the comprehension of what is required to have a successful mentoring most especially time, commitment and consistency in sharing information and constant support of the mentee (Crisp & Cruz, 2009).

Act as a positive and progressive role model by exhibiting an optimistic and progressive assertiveness and approaches: This includes demonstration of personal qualities that are essential to Career development growth on the field. It entails exhibition of specific character, actions, attributes which are pertinent to be productive and succeed in the chosen field to the mentee (Franchise Growth Partners, 2019).

Attach personal attention and curiosity to mentoring relationship: it is highly important for a successful mentoring programme for the mentors to consider their responsibility to mentee seriously. A good mentor should see the success of a mentee as an investment. A mentee should be assisted towards the development of their individual beliefs, personal qualities and strengths.

Demonstrations of Career zeal on the field: a good mentor must exhibit Career enthusiasm about his job and speciality to ultimately assure his/her mentee that he has made a good decision in his chosen profession. This will convince the new employees that their work is meaningful and will guarantee potential of future good life.

Values current knowledge and development in the field: Mentors are responsible for demonstration and clarification of every Career dynamism and unending growth the field is witnessing. A stagnant individual cannot make a good mentor. A mentor is expected to educate a mentee that after years of learning, new inventions and innovations will still occur. A mentor should be committed to carrying out experiment on new learning practices, continually engaged in reading of Career journals, writing of

articles on subjects where they have been established, teach or attend classes to enhance their knowledge and talent, attending workshop and Career conferences (Ambrosetti, and Dekkers ,2010).

Offer of supervision and productive feedback to the mentee: one of the main strategic tasks of a good mentor is to deliver guidance and helpful response to the mentee under their tutelage. This comprises of identification of mentee's strengths and weaknesses with the mission of learning how to use these to achieve success in the profession. The use of excellent communication abilities is pertinent here. The mentor is expected to adjust his/her communication talents to the mentee's personality style. The challenges that will nurture Career development and field accomplishment assessment of a mentee should be highlighted by the mentor.

Command respect from contemporaries and other workforces within the organization: This is very important for the mentee's confidence in the mentor. A mentee would want to follow the footsteps of an individual who is being respected by his contemporaries and other workforces in the organisation. In addition to these, such an individual should have a track record of well appreciated significant contributions to the field. Also such individual should be a role model who the mentor would wish to become in the future (Phil Renshaw, 2017).

Create, initiate, monitor and evaluate personal and Career objectives: A good mentor as a matter of responsibility should set a standard example by creating and initiating personal and Career objectives. His habits and performances should be tailored towards the set objectives. Monitoring and evaluating of the objectives will ensure overall success of the organisation

Appreciate the thoughts and creativities of others. A tree cannot make a forest, so, a good mentor should value the contributions of other staff within an organisation for the sake of teamwork and the realisation of the set objectives. A good mentor would welcome suggestions from his contemporaries, mentee inclusive. It is worthwhile to state that appreciation of current effort of the mentee will serve as a motivator in mentoring process.

Leadership by example: Leading by example in terms of persistence, painstakingness, endurance and handling of challenges will assist as an energiser for the mentee. This will serve as a template of response for the mentee in further Career development

However, According to APA (2019), the features of operational mentoring include the skill and preparedness of a mentor to: See, deal, value and recognise the mentee as a creature; develop, initiate and uphold common trust and veneration; uphold and maintain the concept of confidentiality; be attentive to what the mentee is saying and the manner of presenting his opinion; assist the mentee in finding solution to his delinquent, rather than issuing instruction; and concentration on the mentee's developmental process and resist the willingness to create a carbon copy."

Expectations and Obligations of the Mentee

A mentee is somebody who has explicit personal and career goal and believes that he needs an expert to guide him/her towards the achievement of the set goals. The mentee has a lot of responsibilities to get the best out of the mentor and he is accountable for his success and the journey he takes. A mentee must also be enthusiastic to learn, possess ability and readiness to work as a team player, tolerance, risk taking and positive approach. For a career growth development, according to CXOtoday Staff (September 30, 2003), the mentee has the following responsibilities:

Arrangement and preparation for discussions: The structure of the conversation should be agreed upon. Some prefer short structure while some prefer long. During preparation, the time, period, venue, and change and progress evaluation should be considered. The mentee is expected to scrutinise prepared questions from all possible angles. The mentee has to be punctual even if it is not an organisation norm; it may matter to the mentor. He must listen with rapt attention and open mind and always act with courtesy and respect towards mentor. Interruption should not occur unless there is need for clarification.

Attitudinal flexibility: The mentee should be flexible in attitude. He should

adjust his schedule to ensure getting face-face meeting with the mentor which is apparently better and generally yield positive impact. The mentee has to be considerate, thorough, and succinct in experiences, comments and explanations. The mentee is expected to build a credible relationship with the mentor. The mentee limits his/her enquiries to method of navigation but not the map. The mentee should bear in mind that there is hardly any perfect plan. All advice or suggestions received should be taken with all sense of seriousness. Arguing with mentor will not only be unproductive, but may create the impression of rudeness and close-mindedness

Understanding the mentor's schedule: The mentee should request how the mentor uses his time? The mentor's explicit time frame of availability should be highly respected. The time of contact could only be extended if the mentor initiates or maintains to prolong the discussion or complete a task. He should lookout for hints that he is going on too long. He may politely ask directly if he is taking too long of mentor's time. Return phone calls quickly and express commitments with the meetings.

Making necessary enquiries from the Mentor: The mentee should ask whether the mentor target has been met because the most experienced Careers' journeys are accompanied with stories and astonishments. The mentee could learn significantly about past tales and surprises around the life of the mentor. Another important question is to ask the mentor about his biggest weakness when he started as a mentee. This is a truly revealing question which serves as self-awareness for good leaders and mentors. The mentee should also ask what the mentor is most proud of and Career organisations that the mentor is associated with the strength and scope. The mentee should ask the mentor what he/she would do if he were to be in his position as well as the available options. He should also ask about the mentor experience and the extent, and possible contemporary the mentor could suggest for smooth mentoring process.

Self-understanding by the mentee: The mentee has the obligation of self-assessment with the intention of understanding the implication of what the mentor is saying, the possibilities being suggested by the experience of the mentor as related to his/her situations and what could

hinder the mentor's approach from working. The mentee should distinguish the similarities and differences between what the mentor prescribed and what he could do easily, and what he has to endure.

The Mentor should lead: The mentor should be allowed to take the lead in the relationship and discussion, at least in the beginning. The mentee ought to listen and respect the opportunities, limitations and format of the relationship. Moreover, the mentee should act with courtesy and respect towards mentor.

Initiative to request for feedback: Feedback may be difficult to hear sometime but it is pertinent and crucial to the personal and Career growth of the mentee. The mentee should showcase his willingness to new ideas and suggestions that could bring out his best and overcome any blind spots. The mentee should request for feedback on specific issues and details to demonstrate his comprehension of specific behaviours. Factual feedback will afford the mentee the opportunity to improve and fulfil his potential. While the mentee could also suggest how the feedback may be delivered, he should never attempt to be on defensive

Indicate the use of mentor's advice: The mentee must establish and show that the advice of the mentor has been taken seriously and it is being committed to at every opportunity, even if he has modified the plan. Indicating the use of mentor's assistance and sharing results will serve as motivation for the mentor to contribute more.

Expression of Appreciation to the mentor: The mentee should cultivate the habit of expressing appreciation for any assistance rendered by the mentor. He should also provide positive feedback, encouraging comments, neutral remarks, gratitude and thanks in the presence of others. If the mentee has any reason to disagree with his mentor in terms of attitude, behaviour or values, he should try to engage him in direct discussion in other to respect his confidence and trust

Mentoring interaction is purely Career: The mentee should assume and maintain the level of connection to be strictly Career in nature. The

mentee should not intrude into the mentor's personal life, close friendship should be generally avoided. If the mentoring association is cross-gender in nature, there should not be any romantic involvement. The mentoring connection should not give the advent of nepotism. This does not however portend that the mentee should not be friendly with the mentor, but the mentor should take lead in instituting a more amity founded connection

Post mentoring Interaction: The mentee should get prepared beyond mentoring programme once the aim and objective of it is over. However, the mentee should ensure that the connection ends in good and positive note to enable him to return for mentoring assistance in the future if the need arises. It is also pertinent to note that the mentee should follow up with the mentor after termination of interaction to keep in touch, continue to express his appreciation and share his development

Career growth and development has to do with capacity building of workers generally. One of the major ways of capacity building is through mentoring. Mentoring assists further development of the Mentor by making him an esteemed constituent material, dexterous and expert leader, acquaint him with new standpoints, perceptions, tactics and philosophies, improve his developmental records in the organisation among others. Mentee career growth is also assisted by exposing him to new concepts and thoughts, increasing his strengths with enormous chances of learning new things. The organisation also enjoy general staff growth and development, breeding of better executive and maintaining of best hands to mention but a few. However, for a successful mentoring programme, the mentor should, among other things be ready to share knowledge, be a role model and command respect among workers. The mentee as a matter of obligation should make necessary arrangements for successful meetings, be punctual, and understand himself, allow the mentor to lead, avoid argument, and ensure the programme ends in positive note for future contact if the need arises.

CONCLUSION

Career growth and development which is also known as staff development is a process that goes on within an organisation with aim of improving staff productivity it is unceremonious diffusion of technical know-how

between specialists and new employee. Career growth and development is chiefly hinged on mentoring programme which directly or indirectly assists the mentor, the mentee and the organisation. However, for a mentoring programme to be effective and efficient, both the mentor and mentee should perform their obligations and expectations. When they carried out their expectations and obligations, mentoring programme will continue to function as the bridge between the skill of expert and that of the neophyte.

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