

23.7.2024

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Title

The perceptions of protégés in academic organizations in regard to the functions of monitoring / Ferda Erdem ; Janset Özen

Publication year

2003

Source/Footnote

In: Higher education in Europe. - 28 (2003) 4, S. 569 - 575

Inventory number

17374

Keywords

Bedarf an Akademikern ; Hochschulen : allgemein ; Studentenschaft : Studienverhalten ; Mittelbau ; Graduiertenstudien, Graduiertenkollegs

Abstract

This study analyzes mentoring relationships in academic organizations on the basis of the perceptions of protégés. According to a study that included eighty-nine research assistants who are in postgraduate and PhD programmes, perceptions of mentoring functions were generally positive. The function of career advancement is relatively stronger than that of psychosocial support, particularly as the period of the mentoring relationship lengthens. The relationship becomes increasingly a psychosocial relationship whereby the communication between mentor and protégé strengthens itself and the relationship becomes increasingly satisfying. (HRK / Abstract übernommen)