Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

SARAH BUYDENS

MA (University of Victoria, 2009)
BA (University of Victoria, 2002)

“Mentoring-Relationship Outcomes: What Helps or Hinders Them? – A Valid Enhanced Critical Incident Investigation”

Department of Education Psychology and Leadership Studies

Thursday, December 1, 2016
12:00 p.m.
David Turpin Building
Room A136

Supervisory Committee:
Dr. Timothy Black, Department of Education Psychology and Leadership Studies, University of Victoria (Supervisor)
Dr. David de Rosenroll, Department of Education Psychology and Leadership Studies, UVic (Member)
Dr. Norman Amundson, Department of Counselling Psychology, University of British Columbia (Outside Member)

External Examiner:
Dr. Nancy Marie Arthur, Faculty of Education, University of Calgary

Chair of Oral Examination:
Dr. Dale Olesky, Department of Computer Science, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract
How to best conduct a mentoring relationship has been confounded by the lack of a consistent
definition of "mentoring" and the scarcity of studies addressing how to achieve a positive outcome.
This study contributes new, operationalized definitions of "mentoring," "mentor," and "protégé," and a
modified version of the Enhanced Critical Incident Technique, called the Valid Enhanced Critical
Incident Technique (VECIT), which is more consistent with a qualitative methodology. The researcher
interviewed 18 self-described mentors and protégés to obtain 207 quotes about what critical
behaviours helped or hindered mentoring relationship outcomes. Independent judges confirmed the
placement of quotes into 13 categories of behaviours that helped mentors and protégés to reach the
mentoring goals and 10 categories of behaviours that hindered the mentoring outcome. The findings
contribute to an increased understanding of the foundation upon which mentors and protégés in all
fields may potentially build better programs and training under the guise of mentorship.