The topic of mentoring has been studied throughout many disciplines in academic literature. Scholars from fields as diverse as business, higher education, and nursing (Jones, Harris, & Miles, 2009; Sambunjak, Straus, & Marusic, 2010) have examined the benefits/functions/outcomes of mentoring (Weaver & Chelladurai, 2002), formal and informal mentoring (Silverman, 2003; Wright & Smith, 2000); and proposed mentoring models (Weaver & Chelladurai, 1999). While a single definition for mentoring does not exist in the literature (Van Eck Peluchette & Jeanquart, 2000), scholars do highlight that mentoring can assist in building successful careers (Weaver & Chelladurai, 2002; Young, 1990). A review of the literature revealed limited studies and papers completed on mentoring in sport management (e.g., Bower & Hums, 2009; Pastore, 2003; Weaver & Chelladurai, 1999; Weaver & Chelladurai, 2002; Young, 1990). Given the dearth of information on mentoring in sport management, there is room for additional investigations.

One area that warrants additional exploration in the field of sport management is the influence of mentoring on faculty and student research productivity. Institutions of higher education are placing more pressure on faculty and students to produce research/scholarly works and secure external funding. The scant studies completed on mentoring and research productivity in other disciplines revealed that junior faculty increased research productivity when mentored by senior faculty (Paul, Stein, Ottenbacher, & Yuanlong, 2002; Williams & Blackburn, 1988); graduate students preferred professional mentoring for research and writing productivity (Watson, Clement, Blom, & Grindley, 2009); and “faculty support was positively associated with research productivity” for doctoral management students (Kim & Karau, 2010, p. 101). Moreover, scholars have examined how the structure of the mentoring relationship impacts the quality of the professional experience (Sambunjak, et al., 2010). Factors such as race and gender (Sambunjak, et al., 2010), the method of assigning mentors (Sambunjak, et al., 2010; Wright & Smith, 2000), and the formal versus informal nature of the mentoring program (Wright & Smith, 2000) have been identified as relevant to the quality of the mentoring experience.

Therefore, the purpose of this poster session is to (a) share the completed studies on mentoring and research productivity, (b) provide a definition of productivity, (c) identify and discuss the structure of the mentoring relationship, and (d) recommend directions for future work, such as identifying institutional factors and resources that can influence faculty and student research productivity. Building on the work of Paul, et al. (2002), this presentation will offer an examination specific to the field of sport management. This includes addressing the current research/scholarship expectations of both faculty and graduate students, as well as the structure of their mentoring experiences. Furthermore, scholars in disciplines outside of sport management have indicated the utility of understanding the role of mentoring in academia (Sambunjak, et al., 2010). This poster session has the potential to enhance the professional mentoring experiences of both faculty and graduate students and will be an addition to the sport management literature.