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ENHANCING LEADERSHIP ABILITY IN FIRST-TIME FRESHMEN THROUGH MENTORSHIP: A GROUNDED THEORY APPROACH

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MENTORSHIP: A GROUNDED THEORY APPROACH

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A Dissertation

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

in

Educational Leadership

_____

by

Christine Marie Bender

June 2015

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Approved by:

Dr. Patricia Arlin, Committee Chair, Educational Leadership & Technology

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ABSTRACT

According to the Center for American Progress, women make up 52% of all professional-level jobs, however, they only make up 14.6% of executive officers, 8.1% of top salary earners, and only 4.6% of Fortune 500 CEOs. Considering this disparity in leadership, it brings to question if women are generally taking on leadership throughout their lives. The purpose of this study was to examine how mentorship affects first-time female freshmen's willingness to take on leadership opportunities.

Data were collected from three mentees and three mentors through an initial interest survey, semi-structured personal interviews, and the 3D Wisdom Scale Assessment. Data were analyzed using a ground theory approach which consisted of open, axial, and selective coding; leading to a discursive set of theoretical propositions. Interviews focused on the mentee's experience through the mentorship program, and the mentor's perspective of the mentorship program on their mentees. Additionally, the 3D Wisdom Scale developed was utilized to evaluate growth in wisdom dimensions which directly correlated to personal construct corollaries.

The findings of the study included: 1) The mentees and mentors expressed growth in their self-esteem and self-confidence. This increase in self-awareness led to a willingness to take risk and face potential failure; 2) Leadership development took place on several levels; 3) The mentees had a realization of the impact of their gender; 4) Two-thirds of the mentees showed a

substantial understanding and practice in all three of respective corollaries; and

5) The mentees and mentors displayed general development and growth.

The substantive theory that emerged from this grounded theory study was: 'Through proper mentorship, a first-time female freshman's' self-esteem and willingness to take on leadership opportunities will increase.' Unlike the majority of upperclassmen who have had a mentor, all of the freshmen participating never had a mentor prior to their participation in the program. Mentors played a substantial role in the development of these freshmen and their willingness to take on leadership opportunities. Recommendations for further research include a longitudinal study examining if these freshmen continue to involve themselves in leadership opportunities throughout their college career.

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CHAPTER ONE

INTRODUCTION

In early 2010, a quiet shift took place between men and women; for every three women that received a college diploma, only two men did (Goudreau, 2011). Additionally, 60 percent of Master degree recipients are female (Goudreau, 2011). With women succeeding far more than their male counterparts academically, the concern begins to shift from what is happening in academia to what is happening in post college careers. This statistical data highlights the significant gender disparity found among higher leadership positions (managers, CFO's, CEO's, etc.) in companies.

Women are half the population, 47% of the workforce and represent 53% of voters (Bhatt, Payne, Feldt, & Litzenberger, n.d.). Although women have broken through almost every "glass ceiling" at least once, women still occupy only 18% of the top leadership positions across all sectors. Women are bumping into the "glass ceiling" often described as a barrier so subtle that it is transparent, yet so strong that it prevents women from moving up the corporate hierarchy (Morrison, White, & Velsor, 1992). Current women executives attribute the problem to job segregation, the "old-boy" networks, sex discrimination, sexual harassment and laxity of anti-discrimination laws being enforced as key issues to be examined. It is believed however, that mentoring women to navigate these issues may contribute to future success in obtaining leadership positions.

The intent of this research study was to explore whether or not first-time freshman college women will be more apt to explore the possibility of leadership early on in their college careers, through a female-to-female mentorship program. The intentions behind this mentorship model were to establish confidence and self-esteem in these young women that would lead to them pursuing leadership later on in their life and career outside of college.

Purpose

The purpose of this study was to explore if a female-to-female mentorship program can support women through leadership development and personal success stories; influencing them to be more inclined to pursue leadership opportunities. There is evidence that networking opportunities between women (whether formal or informal) can lead to further career planning, professional support and encouragement, greater visibility of successful women, in addition to career and personal development (Linehan, 2001).   The major source of this study lies in the influences that a female to female mentorship program can have on young women, and served as a pilot to a larger study. Mentors can provide others with expertise which can assist in the development of their career, enhance educational opportunities, and begin to build a network with others (Sherman, Munoz, & Pankake, 2008).

Significance of Study

The significance of this study was to understand if women's shared experiences can influence other women to pursue leadership and/or consider more leadership opportunities during their freshman year of college; in hopes that this experience would help develop leadership in their future careers. Wang (2009, p. 35) states that mentoring creates two broad functional categories: (1) functions as career development such as sponsorship, coaching and visibility; and (2) psychological functions such as encouragement, feedback, and advice. Additionally, it was important to establish a relationship where trust amongst women is seen and fostered. Unlike their male counterparts women tend to sabotage or avoid providing economic advancement to other women, which develops a lack of trust among women (Bevelander & Page, 2011; Briles, 1987). "Trust emerges in the presence of a mutual relationship where risk exists and where the outcome for one party depends upon the actions of the other" (Bevelander & Page, 2011, p. 626).

Research Questions

The following questions were addressed in this study:

1) How does a women's mentorship program impact first-time female freshman's self-awareness of their ability to obtain leadership opportunities?

2) How does a female-to-female mentorship program impact a first-time

freshman's self-awareness and self-esteem?

3) How does a female-to-female mentorship program impact mentors?

Definition of Terms

For the purpose of this study, a *mentor* was an individual who teaches, coaches, advises, trains, directs, protects, sponsors, guides and leads another individual or individuals (Brunner, 2000 as cited in Sherman et al., 2008, p. 244). *Mentee* was defined as an individual that willingly learns from an individual with more experience and knowledge (Fischler & Zachary, 2009, p. 5). *Mentorship* or *Mentoring* was defined as providing help and support for people to manage their own learning in order to help maximize their potential, develop their skills, improve their performance, and become the person they want to be (Cotera et al., 2008). A *First-time Freshman* was defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level ("The Integrated Postsecondary Education Data System," n.d.).

Assumptions

Three assumptions were made in regards to this study. First, mentorship plays a key role in women's leadership advancement (Putsche, Storrs, Lewis, & Haylett, 2008, p. 526). Second, transformational leadership will emerge through the mentorship process (Rao & Kelleher, 2000). This mentorship program is

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intended to develop leadership abilities including those of transformational leadership; building skills and qualities to provide longevity of the experience. The third assumption is women participating in the program are wanting to see some level of social change in order to see continued leadership advancement (Washington, 2007). The program's intent of enhancing leadership opportunities and awareness will be clearly defined and outlined to women prior to them volunteering to participate in the mentoring process.

Specifics of Program

The mentorship program that was implemented consisted of three different approaches to mentoring; individual, group, and e-mentoring. Regardless of the approach being taken all approaches will "meet" at least once a month. This ensures that there is consistency in involvement and interaction between the mentees and mentors.

The first approach was a traditional one-on-one or individual mentoring. With this approach all interested individuals were assigned a mentor at the beginning of the program. The mentors then reach out to the mentees via email and/or phone call and arrange a time to begin meeting. During the first meeting the mentors were asked to establish what the needs and wants were of the mentee in order to serve them best as a mentor. Mentors were additionally asked to make sure they meet with their mentees minimally once a month.

The second approach was group mentoring. With this approach just as it

was with individual mentoring, interested individuals were sent an email with a list of mentoring topics per month, along with dates and times of each meeting. The topics for each month were strategically placed to be the most conducive to developing self-awareness and leadership. Monthly topic breakdowns were as follows:

- October: What is it like to be a woman?

- November: How and why to trust other women

- December: There was no meeting due to a short month

- January: Leadership

- February: Balancing personal and professional agendas

- March: Confidence and self-esteem

- April: Meditation, reflection, and wellness

- May: Mentorship and passing it on

- June: There was no meeting due to short month and finals

The last approach was one that was to be more conducive to the technologically driven individuals that prefer a less committal approach, e-mentoring. E-mentoring consisted of sending monthly newsletters that matched the topics being addressed each month in the group mentoring. In addition to the monthly newsletters the mentees were asked to join a Facebook page that would pose questions to the group, post online articles, and allow for the mentees to poses questions to the group as they arise.

Design of the Study

For this study a qualitative approach known as grounded theory was used. "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 1997, p. 15). When it comes to grounded theory specifically, there are essential methods that must be included. These essential methods include open initial coding, concurrent data collection and analysis, writing memos, theoretical sampling, constant comparative analysis, theoretical sensitivity, intermediate coding, core category selection, and theoretical saturation (Connelly, 2013, p. 124). Connelly (2013) further describes these essential methods. *Open, initial coding* requires the coder to use the actual words of the participants, or may choose similar words. These categories become *theoretically saturated* when analysis only has codes that fit into existing categories. *Concurrent data collection* and analysis is fundamental to grounded theory, this data leads to additional questions for subsequent participants or suggest different participants to interview. *Theoretical sampling* is used to select the best participants for the study. *Constant comparative analysis* takes each unit of coding and each category was compared to other categories; codes are compared to categories, incidents to incidents, until grounded theory can be developed fully. Analysis

continues until a *core category* is identified that encompasses and explains the grounded theory as a whole.

Summary of Findings

Three mentees and three mentors were interviewed to discuss their experience in a woman to woman mentorship program. These young ladies discussed an increase in their self-awareness as well as an increase in their self-esteem and self-confidence. Additionally, the mentors demonstrated growth in these areas. These developmental strides were also observed by the mentors in the mentees that they were working with. In addition to this self-development, the mentees discussed an increased realization of gender differences that exist and how they can overcome them. Lastly, the mentees and the mentors both discussed how leadership development took place over the course of the year. Leadership was self-defined by the mentees and in some cases was more about internal leadership development, as opposed to external leadership development (for example becoming a president of an organization).

The 3D Wisdom Scale (Ardelt, 2004) assesses cognitive, reflective and affective dimensions. These dimensions were chosen because they had close connections to the commonality, sociality and experience corollaries developed by Kelly (1955). Buckenham (1998) discussed the necessity for growth in these corollaries in order to develop skills in socialization and create personal change. The 3D Wisdom Scale was used to assess growth in the different dimensions

which were directly connected to the mentees personal construct development.

CHAPTER TWO

LITERATURE REVIEW

Introduction

History was enviably going to be made in the 2008 Presidential elections.

Not only was there an African American man running for President, but there

were also women with legitimate chances of being elected as well. Hilary Clinton

made a strong showing in the Democratic primaries, however, fell victim to media

scrutiny about her masculine appearance and the perception that she was too

"manly," and lacked feminine qualities. Sarah Palin was chosen as the

Republican Party's Vice Presidential candidate, and also fell victim to the media

scrutiny, which over sexualized her and made her seem unintelligent. These

perceptions by the media on Hilary Clinton and Sarah Palin led individuals to look

at other aspects of their being, opposed to strictly their leadership capabilities.

These perceptions did, however, influence the American ideal of whether or not a

woman can "do the job." Women make up nearly half of the current workforce,

yet only comprise 3.6% of CEO and upper leadership positions in Fortune 500

companies (Burns, Barton, & Kerby, 2012). Are women not applying for these

positions or are women being denied these opportunities? This is a question not

easily answered but necessary to explore for young women aspiring to take on

leadership roles. It is also important to explore how women can ensure they

have the necessary leadership skills prior to pursuing higher leadership, exploring this concept via mentorship is the subject of this research.

This review of literature reveals several concepts essential to the development of this study on mentorship and its impact on leadership development. The first two concepts are social norms and stereotypes. When young women can understand more clearly the hurdles they will need to overcome as women in the workplace. Their understanding provides greater self-confidence and self-esteem when facing such hurdles (Swan & Wyer, 1997). The second two concepts are feminism and feminist theory. They are reviewed in order to better understand how through feminist theory one can develop qualities and thought processes to further ones perception of success in a leadership role. This leads directly into the third concept of personal construct theory. This theory focuses directly on utilizing one's personal experiences to evaluate and create a better sense of self through each experience. The fourth concept is that of mentorship. Understanding the best strategies to approach mentorship is essential to further the confidence of, and shape young women into positive, productive leaders. The final concept is leadership. Understanding leadership and its development is key to providing freshmen the proper tools for personal and professional development.

These five sets of concepts provide the building blocks for the construction of a model of a first-time female freshman's leadership development program and the subsequent assessment of its effectiveness. They can provide a

tentative answer to the question of whether or not a mentorship program can impact leadership development. It is important to point out that in the review of literature there was limited literature specific to first-time freshman college students. The majority of literature in regards to mentorship and leadership focuses on women already in the work force or university women in the senior or graduate levels of their programs.

Social Norms and Stereotypes

Across the last half century the acceptance of female managers within the workplace has increased, however, negative attitudes toward these female leaders still persist (Elsesser & Lever, 2011). Salaries provide a good example of this by showing that "successful manager characteristics did not predict higher salary projections for the female employee, perhaps because female managers are liked less due to their perceived violation of prescribed gender-stereotypic norms" (Latu et al., 2011, p. 263). These attitudes, at times, come in the form of *benevolent sexism*, where women are viewed as wonderful but weak; requiring men's help and protection (Becker, Glick, Ilic, & Bohner, 2011, p. 761). Females are often targets of patronizing (benevolently sexist) acts, oftentimes being offered help that is condescending because of the belief they are incompetent.

The major problem with benevolent sexism is that there is also a social ramification for rejecting the patronizing assistance. Young women's understanding of the unconscious effects of benevolent sexism on their

perceived leadership capabilities provides a window for them to see where things must change. Benevolent sexism compared to *hostile sexism* is more widely accepted, making it culturally acceptable to offer help and protection to women even if there is no apparent need (Becker et al., 2011, p. 762). Rejecting the unsolicited and unnecessary help violates gender perceptions leading observers to see the woman leaders as cold.   This often leads to social penalties being placed on these women without their being aware of what recourse is associated with those social penalties. There becomes a heightened awareness of potential benevolent sexism in the work places and/or social situations where women are the overwhelming minority.

Before a woman considers particular leadership positions it is believed that wording, in regards to gender, in job advertisements presents inequality at the start of the process. While explicit stereotypes no longer exist in job advertisements implicit ones do. Gausher, Friesen, and Kay (2011) suggest that women will find jobs that are described in a language that matches, and is most appealing, to their gender as this serves as an initial sign that they would belong in the profession. There is evidence that belongingness or the feeling that one fits in, directly affects one's achievement, as well as, aspirations (Gaucher, Friesen, & Kay, 2011). Women who felt an advertisement was worded in a more feminine tone found it more appealing than those with a more masculine undertone (Gaucher et al., 2011, p. 117).

Gausher et al (2011) further suggest that women anticipated less belongingness in jobs with more masculine tones within the descriptions because the descriptions conveyed to the women that they would not belong, or they would struggle in the organization. Gausher et al (2011) found that gender wording had a more significant effect on women; as men were only slightly more likely to select a job with a masculine description over a feminine one. It is important to point out that gendered wording emerges through motivational biases that exist outside of a person's general awareness. This conditioning can begin at different stages, such as the university level. Taking into account that some women will still continue to pursue these positions regardless, such as political offices, women will need to demonstrate that they do possess desirable masculine qualities that are tough, aggressive and assertive (Huddy & Terkildsen, 1993). Providing young women with various leadership skills to contend with, will allow them to create a leadership style that provides a unique balance of male and female traits for employers to consider.

Once women are able to obtain these 'male assigned' positions, women's perceived personality traits would hinder their pursuit for self-promotion within these positions. As Moss-Racusin and Rudman (2010) point out, there are two main reasons that women must pursue self-promotion. First, negotiations typically only occur during the initial hiring process or during advancement opportunities. During these times women have been shown to not negotiate salary or pay raises. Second, the ability to self-promote is necessary for women

to overcome negative stereotypes about their competence and leadership skills

relative to men's. These self-promotion techniques can begin at the university

level in regards to organization or club leadership. Beginning this practice of self-

promotion early in a young women's development will create a great sense of

security and confidence in the future.

The issue confronting women is that they advocate effectively for peers

but not for themselves. Self-promotion is problematic as it violates female

perceptions of being helpful, supportive, and empathetic. This leads to fear of

backlash that may be associated with the self-promotion (Wade, 2001). Moss-

Racusin and Rudman (2010) found that because men do not suffer from

backlash for violation of stereotypes, self-promotion is not hindered by the need

to self-regulate.

Understanding the cycle of oppression (stereotypes leading to prejudice,

prejudice leading to discrimination, and discrimination leading to oppression)

helps young women to understand why certain social norms have come into play.

This is displayed through the *role congruity theory* which represents the first step

in understanding prejudice and discrimination taking place in the work place.

Eagly and Karau (2002, p. 579) argue that the perceived incongruity between

female gender roles and leadership roles leads to two forms of prejudice,

descriptive and prescriptive. These descriptive biases directly affect female

leaders as they are generalized through stereotypes as possessing less potential

for leadership than men. While attempting to control external and internal

sexism, men were associated with successful managerial traits while women were associated with unsuccessful managerial traits. The result is that individuals hold negative stereotypes of female managers.

Prescriptive bias occurs when current female leaders are evaluated less favorably because leadership is seen as more desirable for men than women (Eagly & Karau, 2002; Latu et al., 2011). A clear double bind exists; if women conform to traditional gender roles, they are seen as having less potential for leadership, and if they adopt more stereotypical "successful leadership qualities" then they are evaluated negatively for behaving in an unfeminine manner. Because of this "catch 22" women are more likely to be associated with having characteristics that suggest a downward career trajectory, when compared to men (Eagly & Karau, 2002; Moss-Racusin & Rudman, 2010).

This concern with backlash and social repercussions is a result of women's implicit stereotypes, self-concepts, and career aspirations that are instilled in them at younger ages before they have the opportunity to challenge such gender roles (Rudman & Phelan, 2010). Providing young women with the safe environment to challenge gender roles is key to their leadership development. Taking into consideration this double bind, Elsesser and Lever (2011) conducted a study on perceptions of female and male bosses (based on real experience, not a hypothetical boss on paper). They found that participants (consisting of 51% men and 49% women) preferred male bosses (75%) to female bosses (25%). Those that preferred a female boss chose so because

they saw female managers as supportive, nurturing, personable, understanding, empathetic, and better listeners than men. Earlier Huddy and Terkildsen (1993) reported similar findings. In the Huddy and Terkildsen study respondents also preferred female managers because they felt they were more competent; they saw them as better managers, better organizers, and had better communication skills than male managers.

An interesting observation during the research was that some men preferred female managers because they are sexier, prettier, and more attractive. Other men mentioned liking females because they are more gullible and easier to manipulate. Several men mentioned that by having a female manager there is a potential for a sexual relationship, which they considered an additional benefit. This objectification of women was shown by Vaes, Paladino and Puvia (2011) in their study where only women were associated with less human-related terms when being described. This suggest that "only sexually objectified women are dehumanized compared with equally objectified pictures of male targets" (Vaes, Paladino, & Puvia, 2011, p. 778). Ultimately, this concept leads a woman to become an object of a man's sexual desire, which in turn creates conditions that make men more likely to dehumanize females in leadership positions. Knowing these findings, women, as they progress into higher managerial roles will need to take into consideration how to deal with these issues.

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The creation of a shift in stereotypes (for stereotypical managers) will be dependent on three gender-related variables in the organization; the gender of the employee, the gender of the current manager, and the management gender ratio (Skelly & Johnson, 2011). Skelly and Johnson (2011) found that female employees, employees of female managers and employees with a high percentage of female managers will have more androgynous traits associated with a successful manager. In addition to this finding, they found that male employees dislike female managers, especially when they are considered "tokens" in the organization.

When looking at the preference for male managers over females, a notable observation of participants in the Elsesser and Lever (2011) study was not about "why men are better managers" but tended to focus more on the negative perceptions participants had of women. This led to men and women choosing male supervisors over female. Participants claimed that female managers tended to be "too emotional, moody, catty, gossipy, bitchy, backstabbing, dramatic, jealous and petty" (Elsesser & Lever, 2011, p. 1570). Some participants in the study went on to further state they did not like female managers because they tended to be more competitive and jealous of other women. Additionally, they hold the belief that female managers had to prove themselves worthy of the management position.

There is a parallel in the realm of politics looking at women who run for political offices. Voters are willing to vote for either a male or female candidate,

however, looking strictly at personality traits typical 'male' strengths are considered advantageous for more prestigious and powerful kinds of political offices (Huddy & Terkildsen, 1993). Women must violate social norms in order to appear as viable candidates while receiving scrutiny for doing so.

Where women seem to be appointed to managerial position, more than men, is when a company is in crisis or doing poorly (Ryan, Haslam, Hersby, & Bongiorno, 2011). This concept has shifted the metaphor of the "glass-ceiling" to become a phenomenon referred to as the "glass cliff" (Ryan et al., 2011). This phenomenon suggests that in times of organizational crisis those who appoint leaders may not automatically think that a male is the best individual to appoint. Women are more likely to be chosen for these roles because of their special abilities, including the fact that "women always want to help the underdog," that women "have more skills to balance risk," and that they "tend to cope with failure more pragmatically than men". Ryan, Haslam, Hersby, and Bongiomo's (2011) study found that the qualities sought in times of crisis are found more in women than men. These qualities included being sympathetic, understanding, grateful, passive, tactful, creative, talkative, cheerful and helpful. These researchers not only found the association of women managers with failing companies, but also suggested that leaders are to blame for the poor performance of companies. This potentially could have a negative impact on the long-term professional career of the manager, especially if the manager is a woman.

As the advancement of women in the work force continues to increase, there are four dichotomies of social norms that women must always be aware of, as explained by Frechette (2009, p.1). The first is "womb vs. brain"; women are expected to want and to have children, yet this cannot interfere with scholarly or professional advancement. The belief is that women should be mothers first and have a career second. A catch within this dichotomy exists for single women as there is a myth that single women (without children) have more time to take on additional responsibilities.

The second is "emotion vs. mind"; the belief is that women are more emotional and nurturing as feminine beings, thus should not bother themselves with educational and professional advancement. According to Frechette (2009) there is a need to expose the myth that women are intellectually inferior to men, especially since sexism exists through institutional organizations, including academia settings.

The third dichotomy looks at "femininity vs. competence". "Women in leadership positions who are professionally motivated are ostracized and vilified as selfish, ball-busting, power hungry narcissists… creating a double bind of failed femininity" (Frechette, 2009, p. 14). The last and final dichotomy is "equality vs. difference". Through this, women along with minorities, find themselves to be victims of inequitable salaries and biased reward systems. Being aware of these dichotomies allows for a more conscious awareness of sexism and discrimination.

One aspect within this broader picture of stereotypes and social norms is how they play a role and impact leadership development in women. For most young women outside of the first dichotomy of "womb vs. brain" women will face each of these dichotomies throughout their college careers. As young women formulate strategies on how to deal with these dichotomies as they arise, it becomes apparently clear that they must understand the aspects of stereotypes and social norms that have already been placed on them inherently. Having a further understanding of the best way to cope with these inherent barriers is important. The understanding of feminism and feminist theory, will assist in providing strategies to overcome these barriers. More importantly is how they see themselves in terms of feminism. Young women face a different problem as they do not think they still need to worry about these issues; they believe all the problems are already solved. This set of concepts is the concern of section two.

Feminism and Feminist Theory

"Feminism is the search to render visible and to explain patterns of injustice in organizations, behavior, and normative values that systematically manifest themselves in *gender*-differentiated ways" (Ackerly & True, 2010, p. 464). This idea of feminism reflects three distinctive waves of the Feminist Movements. The first wave, also known as the Women's Movement, took place in the 19th century and into the early 20th century. This wave focused on the struggle for suffrage and basic human rights that women believed were an

entitlement. Elizabeth Cady Stanton played a substantial role in this wave

drafting the Seneca Falls Declaration which outlined the movement's ideology

and political strategies. The second wave occurred in the 1960's through the

1980's. This wave can be characterized by feminists primarily looking to further

their empowerment both individually and collectively. The movement was

successful, but created a great deal of backlash (Aronson, 2003; English &

Peters, 2012). Due to the radical nature of this movement feminist reacted by

constructing women-only organizations such as NOW (National Organization for

Women). The third wave started in the 1990's and continues through today.

There is a perceived belief amongst many feminists that the second wave

actually failed. From this, the third wave has encompassed a wide variety of

women; including different ages, women of color and women of various political

stripes and commitments (Cooley, 2007; English & Peters, 2012). Cooley (2007)

points out that unlike the first and second waves of feminism, the third wave of

feminist identity is more the result of academic exposure as opposed to personal

experiences.

        This third wave has birthed a generation of young women that are not

inclined to call themselves 'feminist' for two main reasons; they believe the

women's movement is a thing of the past, and they believe there are negative

associations to the word "feminist" (Harris, 2010; Moradi, Martin, & Brewster,

2012; Williams & Wittig, 1997). The media has begun to proclaim that the

"death" of feminism has arrived based on the presumptions that young women of

today do not appreciate the gains of the women's movement, are not concerned with discrimination, and do not support feminism as an ideology.

Feminism as a social identity has become in many ways socially devalued. The belief is that calling oneself a feminist can be potentially costly and thus many women conceal the label in public (Zucker, 2004). Even though this is a self-perception by women, a study conducted by Aronson (2003) revealed there was a general optimism about the expanded opportunities made available to women, coupled with realization that older women have struggled in order to create the opportunities of today.

Several studies conducted over the years regarding this idea of the self-labeling "feminist", lead to the same interesting findings. Women tend to not want to identify as a feminist, but will hold feminist viewpoints (Aronson, 2003; Breen & Karpinski, 2008; Duncan, 2010; Seymour, 2012). Jenen (2008) conducted a study that asked participants to pair positive and negative words with traditionalists (women holding traditional social roles) and feminists. In this study, it was found that "participants were faster to associate positive words with traditionalist by contrast to feminist and they were also faster to associate negative words with the feminist than the traditionalist (p. 18). Aronson (2003) had a surprising revelation; that when women chose to identify through phrases such as "I'm not a feminist, but…" this was due in part to the feeling woman had that feminism goes "too far". These same women went on to further distance themselves from feminism based on the belief that there were negative

perceptions associated with the term, particularly lesbianism and separatism from men. Some viewpoints also hold that the term feminist embodies stubborn, aggressive, and physically unattractive attributes (Breen & Karpinski, 2008).

There is a deep-rooted belief and emotional connection amongst many young women, who inherently believe (through fear) that there is a social disadvantage to feminist identification. If they identify as feminist, they face marginalization as a social group for doing so (Jenen, Winquist, Arkkelin, & Schuster, 2009; Williams & Wittig, 1997). In a study conducted by English and Peters (2012), some participants alluded to the fact that a lack of information and awareness about feminism makes it difficult for young women to see feminism as relevant to their lives. This was further illustrated by the work of Harris (2012). Harris found that without feminist ideology being relevant in young women's lives, they will continue to see it as unnecessary because they believe women have already achieved equality. This comes full circle into the work of a mentorship program. Young women will be able to explore the advantages of feminist identification, as well as, disadvantages.

Even with the negative perceptions associated with self-identifying as a "feminist" there still are many women who are willing to identify as such. Women who self-identify are "supportive of equal opportunity, abortion rights, equality in childhood socialization, and 'social justice' and are concerned about issues of sexual assault" (Aronson, 2003, p. 913). Many young women of today continue to engage in both conventional and restructured feminist rights, and social

change activism that mirrors the earlier waves of the Feminist Movement, even though they take a different approach. Aronson (2003) found that "qualified" feminists were college-educated, working-class women and in some cases were women of color who turned to feminism because of equality disparities that were formed while these women were growing up.

Notably, women who identify as feminists on college campuses are seen as a norm amongst peers. It was determined that people, especially women, may not hold the negative associations with feminism. They claim that there is a shift taking place toward a more positive association. Women who self-identified as feminist were rated more favorably by other women than those that had not (Breen & Karpinski, 2008).

In 1998, Henley et. al. developed a Feminist Perspectives Scale that identified six perspectives. There were five feminist perspectives and the sixth perspective was labeled as "conservatism". Henley's five feminist perspectives were *Liberal Feminism, Radical Feminism, Socialist Feminism, Cultural Feminism,* and *Woman of Color Feminism or Womanism*, the sixth was *conservatism. Conservatism* is the belief that gender roles should remain traditional, and that men should continue to remain dominant while women remain at home (Henley, Meng, O'Brien, McCarthy, & Sockloskie, 1998, p. 319). Henley et. al. (1998) went on to define the five feminist perspectives in more depth. *Liberal Feminism* is the belief that men and women are equal and essentially the same and individuals should be able to make personal choices

without dictation from government. *Liberal Feminism* is the most referred to and self-identified category of feminism. *Radical Feminism* is the belief that men fundamentally oppress women, and women's oppression is a model for all other oppression. *Socialist Feminism* is the belief that sexism, class oppression and racism are systematically one in the same, and reinforce one another. *Cultural Feminism* is the belief that society should move toward appreciating and accepting "feminine" values. *Woman of Color Feminism or Womanism* is the belief that poverty, racism and ethnocentrism are just as problematic as sexism.

Liss (2000) did a study revolving around these perspectives and found that the self-identified feminist felt that the "typical feminist" tends to hold stronger radical, socialist, and cultural feminist viewpoints than they did. Interestingly enough, cultural feminism was not endorsed by women who identified as feminists, nor did they see it as an attribute supported by typical feminists. This study continued to reinforce the notion that women who identify as feminist do not want to be seen in a negative light and in doing so avoid the more *perceived* negative feminist identities, such as, those of radical feminism.

Along with those who self-identify as feminist, most likely in one of these five categories, it is also important to point out a substantial subgroup that is not addressed; Women who choose to identify as "egelitarians" or "nonlablers," embrace some feminist principles, but resist self-identification as a feminist (Duncan, 2010). There is a deep-rooted sense that these women may perceive feminism differently, if exposed to it through education, personal relationships or

personal struggles that favored feminist identity. However, a majority of women are exposed to a feminist identity through mass media and a representation of feminism as extremist. The reality of mass media on feminist identity is two-fold as possessing negative perceptions, and/or creating backlash from this perspective put out by the media. Both of which may lead to a deeper commitment to social change. Zucker (2004) found that egalitarians would tend to take less risk. They prefer to invest in public forums for action, such as voting, mentoring, and working to improve the political climate for other women and girls. It is important to acknowledge the diversity that exists within women's rights activism so the movement can continue to grow without creating an "outcast" mentality (Duncan, 2010). Harris (2010) found that a large number of young women display feminist principles, support and endorse the women's movement, and undoubtedly support gender equality. In addition, they express and act on their views in their everyday lives and by personal not public means.

As the third wave develops its own identity, a push for transformational learning has begun to take place among women. Transformational learning is described as the way we make meaning of instances that take place throughout our lives. Cooley (2007) suggests that as we become adults and face moments of doubt or crisis, we will begin to question or challenge our childhood assumptions. As mentioned previously, the third wave is focused less on personal experiences, therefore the need for women's enclaves are becoming more important to the younger generations. Harris (2010) brings light to such

groups that through their development nature aims to build community among women which can lead to a feminist end. This feminist end is developed due to the shared experiences and stories from other women in the group. This transformative learning approach allows for activist women to "learn their way out" of problems facing the movement of today (English & Peters, 2012).

So, how does feminism and the associations with this term affect how women deal with discrimination when they are faced with it? According to Klonis and Endo (1997) feminists may have a heightened awareness of discrimination and may be a bigger target for discrimination compared to other women. These researchers conducted a study with (self-identified) feminist professors, where 87% of the respondents reported at least one instance of gender discrimination taking place in their career. Of these women, 38% classified their discrimination as mild (i.e. lack of respect), while others were more severe, including attempted rape, exclusion from valued research opportunities, denial of promotion and unequal compensation. The study did, however, show that these women never experienced discrimination in direct relation to their identification as a feminist.

Klonis and Endo's (1997) research brought more awareness to the fact that women suggested their direct experience with gender discrimination further pushed them to identify as a feminist. Their identification with feminism helped them to cope with professional isolation and discrimination, which was affirmed by 81% of respondents. The respondents explained this "feminism as a coping device took the form of personal beliefs and personal and professional

connections" (Klonis & Endo, 1997, p. 340). Ultimately, respondents answered the question "How did feminism help?" by stating, it "helped me frame the issues," it "helped me join with others to combat the problem," and it "gave me the courage to fight." Identification with feminism and feminist beliefs can lead to better coping strategies when encountering gender-discrimination within a woman's life and career.

The concept of feminist theory comes out of the ideologies of feminism as a practice. This theory is seen strongly as a movement, which directs itself towards achieving particular goals, and as a movement, it inherently relies on hope. Coleman and Ferreday (2010) suggest that hope generates a desire to explore the interconnectedness of life and theory as one. Dealing with the idea of hope and hopelessness, dreams and futility, and optimism and cruelty, all go hand-in-hand with feminist theory. An important aspect of this theory is to understand that it is a completely voluntary practice rather than an essential or universal activity, thus it makes a difference even when it cannot be measured.

Feminist theory began as a political/civil rights movement. It further emerged as a recognition of inadequacy found in society that explains women's positions in the past, and how they can affect change in the future (Grosz, 2010b). Grosz (2010) even alludes to the fact that feminist theory and feminist philosophy are one in the same. Feminist philosophy, is about the creation of new concepts related to "women, men, femininity, masculinity, and their historically and conceptually associated values, practices, and objects, including

identity, sexuality, work, the state, relations with other oppressed categories, and

so on" (Grosz, 2010a, p. 100). Feminist theory and philosophy allow for a

difference to occur in present day, and it provides insight into understanding *why*

things happen and how change can occur. Connecting back to the first concept

discussed we are able to draw further on this study by utilizing feminist theory to

develop the values young women possess. These consist of instilling feminist

viewpoints and concepts which would lead to an underlying strength in the

movement. These "feminist" characteristics are at the core of the women's

mentorship program. The Theory of Personal Constructs can provide support for

the development of the individual in terms of these characteristics. The Theory

of Personal Constructs will be discussed in the next section.

Personal Construct Theory

　　　Personal Constructs Theory is a theory of human functioning and of

personality that emphasizes our prediction and interpretation of events via bipolar

constructs that we derive from experience (Adams-Webber, 2003, p. 273, Horley,

2012, p. 162). Personal Constructs Theory allows for individuals to characterize

themselves by the way they interpret the world and by the hypotheses they form

about the replication of events, including interpersonal events (Duck & Spencer,

1972). Kelly (1955) describes 'person as scientist', indicating that all behavior is

an experiment for individuals. As a scientist the development of a hypothesis is

either confirmed or denied. As each hypothesis is confirmed, individuals will

develop more confidence as their belief is now validated through further personal

experiences and behavior leading to the same construct being developed.

Through this individuals continue to take stock of similarities and differences they

perceive within the world, and place interpretive patterns upon them.

Kelly (1955) describes two forms of corollaries (a natural consequence or

result) to explain the development of constructs, *Commonality Corollary* and

Sociality Corollary. The Commonality Corollary states that the extent to which

one person employs a construction of experience, is similar to those employed

by another and leads to similar psychological processes being similar. Duck

(1982) further describes this as an ability to search for commonality in terms of

structures and organizations at different levels of abstraction. Through this

corollary, individual's construing has to be validated against the reality into which

they have been born.

The Sociality Corollary refers to the extent that one-person construes the

construction processes of another, and plays a role in the social processes

involving other people. This corollary sees this interaction between others in two

lights; to treat others as 'behaving mannequins' and to construe the constructions

of the other, and to act in the light of those constructions (Butt, 2001). This

means the corollary looks to have individuals as models to examine in a social

setting and then evaluate how these interactions shape the individual.

Interpersonal attraction relies on the validation of construing, and not on chance

circumstances that may occur.

A third corollary developed by Kelly (1955) is the E*xperience Corollary*. This corollary "points out that a construct corollary system is not static and inflexible" (Buckenham, 1998, p. 875). He explains that a construct system is constantly changing, and becoming more complex as one learns more and develops in their environment with related events. Through this corollary, an outside observer's experience has no direct influence on how an individual should self-examine a construct.

Personal constructs can also be defined as self-constructs which are used to describe oneself in broad global terms. Young women for example can develop personal constructs to encompass two major theatrical components. The first component is an action referent which allows for women to develop a significant and specific meaning to individual self-constructs through validated experiences, such as one seeing one's self as honest (Benesch & Page, 1989). The next component describes the usage of contexts; exploring thoroughly a person's self-construct system, and utilizing when necessary an assessment of situations where self-constructs are enacted and observed. Kelly (1955) explains that constructs used to interpret individual experiences do not exist in isolation. Self-constructs maintain interrelationships with other constructs.

Personal constructs are tied closely to ones values. It was argued that, "happy and peaceful mean nothing without opposites, such as *unhappy* and *not peaceful*, and we judge events, or our circumstances, according to how they conform to these bipolar dimensions" (Horley, 2012, p. 162). Determining ones

values are themselves types of personal constructs found in young women. They are often developed as one's own during the early college years. Values are utilized to provide standards through which one evaluates things, people and ideas. 'What is wanted, what is best, what is desirable or preferable, or what ought to be done' are simultaneously determined. Horley (2012) describes that through Kelly's principles, one develops self-knowledge and self-identity, which is seen as taking stock of one's own value system.

Values are seen as the idea of core constructs, which provide insight into personal identity or selfhood by serving as information for 'who someone is, and what they represent'. It is important to point out that core constructs do not exhaust themselves, just as moral, ethical and interpersonal values do not exhaust all values. This leads to the idea reaffirmed by Kelly that one is continually growing and developing with every experience.

Friendship development occurs through similarities or complementary sets of values, attitudes, personality and beliefs because it allows for individuals to further develop themselves (Duck & Spencer, 1972). Young women such as first-time freshmen seek that consensual validation for one's view of the world and interpersonal events that can be achieved with those who have similar constructs. Friendship development can take place through such events as mentorship programs that focus on storytelling to create relational experiences for these young women. By utilizing friendship development, a woman's individual personal construct system tends to become more functionally

differentiated and cognitively complex, by acquiring further interpretations of behavior in social situations (Adams-Webber, 2003).

"Friendship" should not be regarded as a unitary and clearly defined concept; it will mature and create further meaning over time. It has also been found that more meaningful self-construct is developed as one plays a significant role in the social processes involving another person such as mentor programs. It is argued that friendship should be seen as a "multilevel, multidimensional concept; and the achievement of the various levels of friendship is dependent on the individual having different expectations confirmed at each level" (Duck & Spencer, 1972, p. 44).

Preverbal constructs are those that are not given a verbal label; they contain a low level of cognitive awareness which we typically refer to as "intuitions", "gut feelings", or vague elusive sensations (Kenny & Delmonte, 1986). Kenny and Delmonte (1986) go on further to explain that preverbal constructs are not equal to an "unconscious" state of mind as they can be communicated by means other than words. Suspension will also begin to develop as certain elements become temporarily placed outside the scrutiny of the construct system such as "forgetting", "repression" and "dissociation". *Loosening* is when an individual cannot "make up their mind" as there remains a degree of vagueness, or not enough information to develop anything definite (Kenny & Delmonte, 1986). Loose constructs allow for one to make predictions about importance and relevance, but allow for individuals to retain their identity.

These areas of unconscious are developed in part because people create a strong split between "mind-body". Kelly (1955) describes that a person is unable to develop a sense of whole because the mind is seen largely as intellectual while the body is seen as largely "mechanical". It is important to point out that many constructs never translate into symbolic speech, but express themselves through phenomena such as cardiovascular responses, gastro-intestinal events, kinesthetic, neuromuscular effects, etc. The development of personal constructs as an unconscious development is vital in the process of anticipating one's own thoughts, feelings and actions, limiting the person's choice of actions at times (Butt, 2001).

Constructs will be stored over time and it is through personal construct coaching, also seen as mentoring, that meaning can be made of these constructs. Before the term 'coaching' gained recognition, Stojnov and Pavlovic (2010) suggested that personal construct theory is based on the principles of coaching psychology. Coaching is simply the art of facilitating the performance, learning and development of another (Stojnov & Pavlovic, 2010). It is important to stress that through coaching, one will be less likely to hesitate to verbalize their hypotheses for fear of behavioral implications. Looking at personal construct coaching it is important to understand the principles of personal construct theory as they relate to one's self and others.

Principles of personal construct theory are best explained as a cycle. This cycle was developed by Stojnov and Pavlovic (2010) to better illustrate how

personal constructs are developed. The different categories within this cycle
consist of:

- *Future Oriented*: These are the hypotheses we create that govern our
  behavior in the future. Additionally, this promotes change in personal
  outlooks that lays ground for testing these hypotheses about future events
  opposed to hypothesizing from past events.
- *Relational*: This is when hypotheses are no longer the product of an inner
  psychological 'essence' and become more of a reality.
- *Developmental*: This is the idea that individuals are not 'psychological
  givens'; one must upgrade and elaborate their personal theories in order
  to thoroughly develop meaning.
- *Respectful*: This is when individuals are not just the object of knowledge,
  research or cure for themselves – but co-researchers who collaborate with
  others in creating their own welfare.
- *Dialogical*: This is when individuals create meanings of events that should
  not be ignored, but shared and appreciated through dialogue with others.
- *Action Oriented*: This is when one tests what they have learned in a well
  designed behavioral experiment to validate meaning.

Figure 1. Principles of Personal Construct Theory. Stojnov, D., &

Pavlovic, J. (2010). An invitation to personal construct coaching: From

personal construct therapy to personal construct coaching. *International*

Coaching Psychology Review, *5*(2), 129–139.

Through this understanding, personal constructs psychology strives for

humanist values in its endeavor to empower, emancipate and liberate an

individual. Stojnov and Pavlovic (2010) suggest that the *coachee as a personal*

scientist is invited to experiment in their own hypothesis, while the *coach as a*

research consultant is there to offer 'methodological support' in designing better

experiments. This metaphor encourages a spirit of experimentation and curiosity

about the self and others. This experimental attitude implies "abandoning the

idea that we are a manifestation of some sort of psychological 'cloth', reaching

out for the best possible versions of ourselves" (Stojnov & Pavlovic, 2010, p.

133). This is where the idea of personal construct coach becomes most important. It is important to think of a personal construct coach as one may think about a mentor.

The goal of a personal construct coach is to assist a person in answering the question, "What can I make out of myself?" and "What I want to leave behind?" Ultimately, this process is not set to guide a person to a state of ultimate happiness, but rather to stimulate mobility of mind; which can be accomplished through leadership. Stojnov and Pavlovic (2010) state this assistance comes through the conditions of reconstruction; escaping from getting stuck with outdated maps of the self and ones place in the world. Understanding the stages of the conditions of reconstruction will help to grasp how young women work through these different phases and how they lead to a more mature interpretation of their experiences. The design of a mentorship program to develop young women as leaders can be built on these understandings.

There is also a concept of conditions of reconstruction. These are conditions that are necessary for an individual to go through in order to successfully develop. This reconstruction takes place through five intertwined and interrelated processes.

- *Verbalizing Nonverbal Structure*: This portion consists of putting current hypothesis and personal theories into words to better understand their meaning.

- *Dispersion of Dependency*: This portion is when all persons must exist as interdependent. Instead of becoming a 'do it all yourself person' this person must see tasks or needs which are dependent on one another.

- *Tightening Core Constructs*: This portion stresses the importance of developing clear definitions of one's visions and missions.

- *Permeability of Superordinate Structure*: This portion encourages one to keep personal theories open to new events; allowing one to embrace a range of events, even those that are not predictable or desirable.

- *Propositional Construing*: This portion allows for alternative readings of personal theories, allowing for analysis from multiple perspectives.

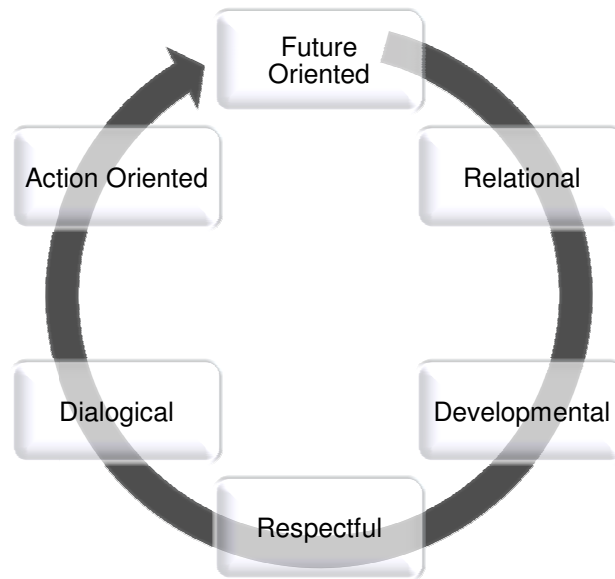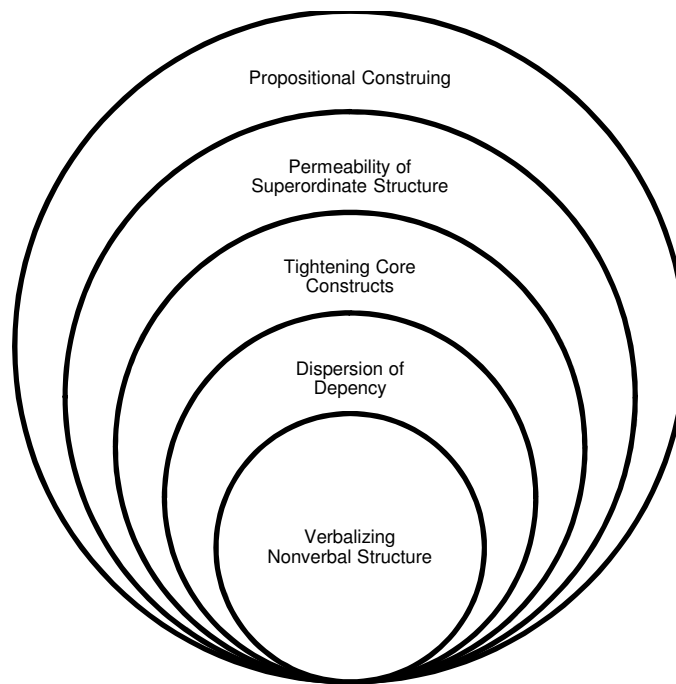Figure 2. Conditions of Reconstruction. Stojnov, D., & Pavlovic, J. (2010). An invitation to personal construct coaching: From personal construct therapy to personal construct coaching. *International Coaching Psychology Review*, *5*(2), 129–139.

This reconstruction helps to better understand that personal construct coaching, describes the process for coaching as taking place in five nonlinear stages that can often overlap (just as reconstruction does): (1) negotiating goals, (2) exploring personal and organizational theories, (3) facilitating elaborative conversations, (4) experimentation and (5) evaluation.

As a coach works with a person, he or she will not proceed to achieve goals without first understanding the repercussions of such change (Stojnov & Pavlovic, 2010). This process is known as 'fine tuning' and working through 'as

if' conversations with one's self. Through this process, a person will also receive encouragement and validation, leading them to have confidence to widen their scope of experimentation. As one develops and makes changes, it is necessary for them to let go of something before achieving something else. This concept is acknowledged by Stojnov and Pavlovic (2010) not as something to overcome, but to be explored and understood.

To summarize the work of Stojnov and Pavlovic (2010), a "comprehensive coaching framework requires not only a successful merger of the change and the learning theories, but also an elaborated theory of persons in relations" (p. 138). These comprehensive coaching frameworks along with other personal construct concepts are worked seamlessly into the mentorship program. These personal construct concepts are additionally essential for women's leadership skill development. Personal construct theory provides the framework through which young women can make the decision to take on leadership roles and begin to develop their leadership potential.

<center>Mentoring</center>

Mentors have traditionally been defined as higher ranking, influential, senior organizational members with advanced experience and knowledge. They are thought of as individuals who are committed to providing upward mobility and support to a mentee or protégé's professional career (Davis, 2001; Ragins, 1989; Ragins & Cotton, 1999). The ultimate goal of any mentoring relationship would

<center>41</center>

be authentic mentorship: a voluntary and ultimately personal relationship between two individuals (Davis, 2001). Mentoring is also a reciprocal learning relationship where mentor and mentee agree to a partnership, and work collaboratively toward achievement of mutually defined goals that develop a mentee's skills, abilities, knowledge and/or thinking.

These skills are fully developed through the mentoring relationship which tends to serve two functions. The first function is instrumental, or, career enhancing, and, deals with job-related activities such as coaching, giving guidance in career direction, training, providing feedback on performance, instructing ways to access resources and offering sponsorship in the organization (Knouse, 2001; Ragins & Cotton, 1999). Within this category are five specific career development functions; sponsorship, coaching, protection, challenging assignments, and exposure. The second function is psychosocial, dealing with interpersonal enhancement. It has to do with polishing interpersonal work skills, reducing stress, talking out problems, discerning how one is perceived by one's colleagues, and role modeling correct behavior (Knouse, 2001). Within this category are four specific psychosocial functions; acceptance and confirmation, counseling, friendship, and role modeling. Throughout organizations, managerial women are less integrated with important organizational networks that have these mentoring benefits. There still is great value placed on the concept of the "old boys" networks, leading to lack of involvement in internal networks that influence critical human resource decisions such as promotion and acceptance.

The old boys' network traditionally consisted of macho, white, predominantly middle-aged men with power and authority.

Mentoring relationships can become increasingly relevant to personal, academic and professional development of students in their college years. College women in particular, benefit from mentoring relationships because mentors can increase their visibility, competitive edge, and success in a societal context where women may be overlooked for educational opportunities or advancement (Frestedt, 1995). Mentoring of university students provides not only individual benefits to the mentee but also clear institutional benefits including increased retention rates, lower dropout rates, improved academic performance, greater access to academic resources, and increased postgraduate opportunities. A study conducted by Packard, Walsh, and Seidenberg (2004) found that college-aged women would like to have one or more mentors, and disagreed with the idea of choosing to have no mentor at all. They also found that first-year college freshman were more likely to desire one mentor as opposed to college seniors who desired multiple mentors.

As women progress into full-time professional positions, there are four major barriers that will exist as they seek mentors to assist them in navigating the professional work place. Due to these barriers first-time freshman may struggle to find mentors on their own without assistance. Hansman (1998) outlines the first barrier as organizations continuing to be dominated by white males, and women having difficulty initiating and maintaining mentor-protégé relationships.

Women in particular have difficulty in identifying and finding a person to commit to being their mentor.

The second barrier is reaching career goals; even with mentors, women may experience more problems meeting their career goals than men do. Further, women are unable to create their own identity in the male-dominated environment and lack power to create change in such environments. The third barrier describes 'cross-gender mentoring' which creates unique concerns for which little research exists.

The final barrier focuses on the concept of mentoring itself and how it may perpetuate cultural structures within an organization. This barrier needs further examination. It is important to point out that women may find the traditional hierarchical nature of mentoring to be constraining and they may wish to resist the pressure of being "groomed" into the existing values and images created by men. Being able to find a mentor that will develop one into one's "own person" while providing guidance through various experiences is a necessary component for young women.

Although there are significant hurdles to be overcome, women who find mentors will fare better in an organization compared to women that do not have mentors (Ragins, 1989). Ragins (1989) discusses how mentors assist women in their careers with promotions, encourage them to continue their education, and provided advice, direction, information, and support. For young women a mentor can be the missing piece to a successful transition into "adulthood". As different

mentoring challenges exist, some resolutions to these challenges include providing both formal and informal settings in which high level professional women can interact, providing training on how to establish mentors, develop lower level female mentors, and include mentoring into performance evaluations (Ragins, 1989, 1996). Experienced employees may also be more likely to recognize the importance of a mentor, which in turn would increase their motivation to overcome barriers in obtaining a mentoring relationship (Ragins, 1996).

Liang, Tracy, and Taylor (2002) note that "with changing gender roles, young women in particular may find this rite of passage frustrating, confusing, and stressful" (p. 271). Liang, Tracy and Taylor (2002) discuss that literature is beginning to suggest that the support of mentors and non-kin adult support figures can foster the psychosocial and educational adjustment of young women that helps them move into adulthood. Mentoring college-aged women requires a relational approach in which growth-fostering aspects of women's relational skills not only empower individuals, but their relationships as well. This is done by increasing awareness of self-worth, vitality, and validation, along with a knowledge of self and others, and a desire for further connection. A couple of these growth-fostering qualities include mutual engagement (perceived mutual involvement, commitment, and attunement), authenticity (process of acquiring knowledge of self and others and feeling free to be genuine in the relationship,

and empowerment (the experience of feeling personally strengthened, encouraged, and inspired to take action) (Jordan, 1997; Liang et al., 2002).

Cramer and Prentice-Dunn (2007) purposed that mentorship of undergraduates involves more than a typical apprenticeship model; it requires the notion of "cura personalities," or caring for the whole person. With this concept of caring for the whole person, Cramer and Prentice-Dunn go on to explain that empathic attunement in which the mentor can reflect or echo the mentee's feelings as key to their development. Encouragement is also important to undergraduates because they are usually less independent and emotionally mature. Given this assertion, they face a different set of circumstances than older students. Having a care for the whole person can justify good mentoring coming from the effective learning that depends on the readiness, willingness, and openness of mentoring partners (Fischler & Zachary, 2009).

A one-size fits all approach to mentorship with undergraduate women may not be appropriate to accomplish a successful care for the whole person. Packard, Walsh, and Seidenberg (2004) argue that a developmental view of mentoring is more productive than other mentoring approaches. Cramer and Prentice-Dunn (2007) additionally point out that mentors who can care for the whole person can provide students with a smile and sense of connection. At best, this creates a springboard for personal and professional development. In order to ensure that a mentor/mentee relationship is successful, there are necessary elements of reciprocity that are needed; such as learning, relationship,

partnership, collaboration, mutually-defined goals, and development to achieve

that, show care for the whole person.

Poulsen (2006, p. 252) proposes there are three basic approaches to

mentoring; *sage on the stage, guide on the side,* and *learning alliance*. 'Sage on

the stage' implies that an influential and well-known mentor will spend more time

with a mentee, thus implying that the mentee must be worth it and have some

special talents. Poulsen (2006) also sees through this approach that the mentee

is more of a protégé that means "under the care and protection of another." The

'guide on the side' approach steps away from the mentor as an important, visible

sponsor for the mentee, and moves toward being more of a guide and supporting

the mentee through transitions. The last approach, 'learning alliance', completely

takes the focus off the mentor and onto the counseling, coaching, asking good

questions, and telling good stories in the learning relationship formed between

the mentor and mentee. Poulsen (2006) describes this approach not as

supplying solutions for the mentee, but providing stories that can inspire ideas

that can be built upon to develop questions that will lead to reflection. This

process also allows for the mentee to develop one's own solution strategies to

resolving problems.

Mentoring can come in the form of formal or informal relationships. One of

the key differences between formal and informal mentoring is that informal

mentoring relationships develop spontaneously, whereas formal relationships

develop through some form of intervention. Ragins and Cotton (1999) point out

that formal mentoring relationships tend to be shorter in duration than informal.

They also express that if formal mentoring is not developed thoroughly they will

lack in the psychosocial functions of role modeling, friendship, and counseling.

Additionally, in the same study conducted by Ragins and Cotton, they found that

individuals who became informal protégés may also be more career-driven and

may seek to be more responsive to their mentor's career development functions

than individuals who became formal protégés. This was further supported by

Washington's research (2007). Washington found that informally mentored

protégés rated *lack of mentoring* as more of a barrier for advancement than

those who were formally mentored.

The usefulness of one-on-one mentoring relationships is beginning to be

questioned at some levels. McCormack and West (2006) categorize these

downfalls into three categories. First, they point out is that one-on-one mentoring

continues to reinforce and reproduce a hierarchical power relationship. Second,

one-on-one mentoring assumes a male pattern of career progression which is

not relevant, in most cases, to women's career experiences. Third, one-on-one

mentoring is not always possible, or desirable. With these potential pitfalls to

one-on-one mentoring, the idea of group mentoring is becoming more logical and

accessible.

Clifford (2003) states that mentoring is defined as the process of

facilitating a wide range of learning, experimentation, and development for both

mentees and mentors. Further a mentor is defined as a person who aids another

person's self-development. Based on this notion group mentoring allows for all participants not only to be mentees but also mentors to self-develop. McCormack and West's (2002) study found that 63% of women that participated in a group mentoring program reported having career enhancement. They further discovered that women identified group mentoring as helping them to establish a better understanding of self. Being able to "know why" things were the way they were for those women, with regard to values, beliefs, motivations, and passions, contributed further to their understanding of how they fit into the organization as a whole.

Although in person group mentoring is valuable, current technology must be taken into consideration when evaluating all different forms of mentoring especially when dealing with young women. There is already a strong connection to technology and social media, leading to a question of how technological approaches to mentoring can be used to the mentors advantage. *Online mentoring* or *'e-mentoring'* utilizes the growth of technology to bring about new opportunities for mentoring. The internet can offer online training, 'ask-an-expert' coaching, and email to link mentees with mentors.

There are five major benefits to e-mentoring according to Knouse (2001). First, there is immediate access to tremendous amounts of information. Second, protégés can receive varied feedback on their questions. Third, protégés can be coached by various mentors on job-related problems and participate in interpersonal activities. Fourth, mentoring over the internet may involve coaching

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by which mentors and protégés never actually meet. Fifth, virtual mentoring, from the perspective of the organization, is cost effective. E-mentoring may eventually evolve to include numerous mentors who are more widely dispersed, making it similar to traditional networking; larger and wider relationships with numerous people. This concept additionally offers less pressure to participants, given that they can decide when to initiate a discussion or provide an answer to the mentor; thus creating an active role for the mentee in the mentoring process.

Successful mentoring can lead to greater self-confidence, understanding, guidance, as well as, considerable academic and professional achievements (Warren, 2005). It is important to note though that overall, until mentoring becomes formalized and a part of women's professional development, they will continue to be disadvantaged by the elitist philosophy, and nature of traditional mentoring programs (Wang, 2009).

It is important to consider all forms of mentoring in the design and delivery of a mentorship program to develop freshmen women's leadership skills. It is necessary to understand that each individual will have a preferred approach that fits their needs. Assessing and learning what mentoring approach works best for each young woman will provide the opportunity to develop and explore a variety of leadership styles.

Leadership

"Leadership consists of guiding, encouraging, and facilitating others in the pursuit of ends by the use of means" (Ackoff, 1999, p. 21). According to Allio (2005) this can be accomplished through intensive educational programs (such as mentorship programs) which result in a raise in consciousness, change in behavior, and transformation into a leader. Leadership is also defined as the ability to influence people to set aside their own personal concerns and support a larger agenda – at least for awhile (Boseman, 2008). Boseman (2008) has a second definition of leadership stating it is the act of stimulating, engaging, and satisfying the motives of followers that result in the follower taking on actions to meet a common goal. Lastly, leadership brings to mind creativity, wisdom, humility, and moral courage – qualities that inspire others (Schmidt-Wilk, 2011). Regardless of how leadership is defined women face the issue of having to accommodate the sometimes conflicting demands of their roles as women and their roles as leaders.

Women's leadership must take into account three aspects of sex-related differences demonstrated by previous empirical research (Hopkins, O'Neil, Passarelli, & Bilimoria, 2008). The first difference asserts that women and men differ in leadership styles. Women will tend to use a more participative or democratic style and less autocratic or directive style than men do. The second difference is women and men differ on the behaviors of leadership. Women managers and executives consistently score higher on behavioral competencies

such as teamwork, empowerment, sharing information, and care for employees. The third and final difference is that sex-related differences emerge in the evaluation of leadership. It was found that male and female leaders do not differ in overall effectiveness, but effectiveness tends to favor men in male-dominated settings. Integrating these differences and concepts into a mentorship program for young women will assist in the success of their leadership development.

Female leaders must possess *creativity* in order to inspire, as well as, *courage* in order to induce implementation of a vision and potential change (Ackoff, 1999; Bachiochi, Rogelberg, O'Connor, & Elder, 2000). Allio (2005) builds upon this idea by expressing that effective leadership behavior requires character, creativity, and compassion. Character is considered the foundation of ethical leadership behavior. When looking at creativity it is the primary source of the leader's ability to envision inspiring futures, to adapt change, and to devise new methods when other become outdated. The last component compassion, according to Allio (2005) is a quality that leaders need in order to empathize with followers and ultimately build a strong team to work together toward a common goal.

Leaders have an obligation to enable their subordinates to better themselves, by providing them opportunities for continuous development through on and off the job education and training. Developmental behaviors consist of creating a cohesive whole within the person that is well defined and established, defining social structure, modeling self-disclosure, coaching, defining team

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functions and emphasizing goals and performance objectives (Bachiochi et al., 2000). This thought process is also necessary in order to be successful by expressing passion, initiating change, and encouraging diversity across the board.

Understanding the different qualities of leadership and how they may or may not play into different individuals leadership styles is a concept that is continuing to grow and develop. "Good leadership" must have a range of competencies, adaptability, temperament, ability to be kind and caring, honest and honorable, broad-minded, and virtuous (Kellerman, 2004). Allio (2005) states there are four easily identifiable traits to look for in good leaders. First, possessing a strong motivational character allows for leaders to exhibit a strong need to achieve, as well as, drive for power. Second, a positive attitude is necessary in order to create resilience and adaptability as a key virtue to ones leadership. Third, morality is necessary to develop positive values and benevolent motives, in order to help team members reach full potential. Fourth, potential for growth comes down to having an eagerness to learn and refine ones craft as a leader. Bachiochi, Rogelberg, O'Connor and Elder (2000) found that quality leaders must promote self-management, self-goal setting, self-criticism, self-reinforcement, self-expectation, and self-observation/evaluation for both individuals and team members. Having this knowledge of self-understanding and by enhancing ones understanding of how others view their behavior, encourages an individual's personal development.

Effective leaders will coach and counsel, understand variation, remove obstacles, understand the overall goals and mission, improve the system, create an atmosphere of trust, know their job and the jobs of others, and be willing to forgive mistakes of followers (Schultz, 2000). Effective leadership inherently has principles associated with its success. Kinsley (2006, p. 48) represents these principles in terms of five basic descriptions. The first principle is that leadership must focus on the team's objective, while avoiding self-deception. The second principle focuses on building and sustaining strong relationships with one's manager and peers. The third principle focuses on building and sustaining strong relationships with one's direct reports. Actively teaching and enabling others to achieve the team's objective is the fourth principle. The last principle described is to correct and discipline effectively. Given all of these principles it is important to remember that when developing the implementation of these principles, training should be realistic in nature, focusing more on practical rather than theoretical aspects of leadership. Looking specifically at young women, there is a need for them to be engaged in their own leadership development and not just given theoretical backing for why certain leadership styles are more effective than others. Mentorship programs for young women provide a thoroughly integrated leadership development component that consists of personal connections and development while utilizing practical applications.

In the United States, women, on one hand, have been seen as having the right combination of skills for leadership, along with possessing superior

leadership styles and outstanding effectiveness. Yet on the other hand, women still come in second to men in regards to high level leadership positions. The success of female leaders often comes down to career motivation. Career motivation for women is made up of three dimensions: career resilience, career insight and career identity. "Career resilience is the ability to adapt to changing circumstances, career insight is the ability to be realistic about your career prospects and career identity is the extent to which a person channels energy, behavior and performance towards specific career objectives" (Clarke, 2011, p. 500).

Women who are exposed to highly successful women produced a higher sense of empowerment and self-confidence within themselves (Latu, Mast, Lammers, & Bombari, 2013). This exposure was further explained by Clarke (2011), stating that in order for women to be successful leaders' development programs need to include benchmarking, mentoring, the development of support networks, and structural changes that include a more family-friendly environment. Additionally, through these development programs women create self-awareness; which allows them to undertake challenging assignments, improve their self-confidence, develop leadership skills, learn strategies to balance personal and professional life and build a stronger support system. In the same study conducted by Clarke (2011) leadership development programs improved women's levels of self-confidence, self-awareness and self-understanding in terms of their personal style, as well as, its impact on others. By focusing on

network access, development, and the utilization of a mentorship program will not only empower women but also develop skills that can be used to level an uneven playing fields. Being able to expose first-time freshmen to women in various leadership positions across the university campus can prove beneficial in seeing women can achieve higher leadership positions.

As women continue to disprove stereotypes and challenge social norms in regards to leadership it is important to always consider the following transformational ideals; taking risks by questioning existing ways of working, and consider doing things differently if ones primary motivation is to gain equality and justice (Rao & Kelleher, 2000). As women develop, higher levels of self-efficacy and positive outcome expectations for elite leadership often indicates elevated levels of their belief in obtaining higher positions. Rao and Kelleher (2000) encourage a mind shift to a different way of being, and time spent considering what that exactly means. Being able to self-examine lessons learned through lived experiences, leads to one defining self-development as an understanding that one is part of something bigger than themselves. Understanding one's work has power in developing a holistic shared vision. Women must continue to develop an understanding of organizations as unpredictable, living systems, made up of individual people and how they fit into that system (Rao & Kelleher, 2000).

One of the most popular types of leadership in evidence today is *transformational leadership*. Transformational leadership behavior represents

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the most active and effective form of leadership, as it closely engages followers

and motivates them to perform beyond traditional agreements (Camps &

Rodríguez, 2011). Within the ideals of transformational leadership lies a deep

rooted belief in moral development. This moral development leads to four basic

moral behaviors found in both leaders and followers; (a) moral sensitivity (looking

at a situation and identifying the moral problem); (b) moral judgment (figuring out

what one should do, along with formulating a plan of action); (c) moral motivation

(how courses of action serve moral and non-moral standards/ideals); (d) moral

character/implementation (executing and implementing the moral course of

action) (Rest, Thoma, & Edwards, 1997). Moral development plays into the four

basic components of transformational leadership which are *charisma or idealized*

influence, inspirational motivation, intellectual stimulation, and *individualized*

consideration (Bass, 1999; Kark, Shamir, & Chen, 2003; Kendrick, 2011).

    Idealized influence consist of envisioning, being confident and setting high

standards in order to excel. This concept is founded on trust, which leads to

individuals needing to exhibit high moral and ethical standards. *Inspirational*

motivation of transformational leadership provides followers with challenges and

meaning for engaging in order to create shared goals and undertakings.

Through this concept, transformational leaders mentor and empower their

followers while encouraging them to develop their own potential, thus contributing

to the bigger picture (Eagly, 2007). *Intellectual stimulation* incorporates an open

dynamic into processes of situation evaluation, vision formulation and patterns

for implementation. This idea challenges the follower to question basic

assumptions, and to generate creative solutions to problems. *Individualized*

consideration of transformational leadership treats each follower as an individual

and provides coaching, mentoring, and growth opportunities.

Bass (1999), and Brandt & Laiho (2013) explain that authentic

transformational leadership provides more reasonable and realistic concept of

self; a self that is connected more to others welfare than to one's own.

Ultimately, a transformational leader is one who creates and articulates a vision,

acts as a role model, provides individualized support, communicates high

performance expectations, encourages the acceptance of group goals, and

provides intellectual stimulation. Studies have shown that women are more

transformational in their leadership style than men. Conversely, it has also been

suggested that there are no differences in leadership attributable to gender

(Brandt & Laiho, 2013; Eagly, 2007). Brandt and Laiho (2013) found that

transformational leadership consists of both feminine and masculine qualities.

Feminine qualities consist of behaviors connected with encouraging, rewarding

and enabling others, and the masculine qualities are connected to visioning and

challenging. Boseman (2008) points out that as long as one is not restricted by a

particular organizational function, management level, or type or organization,

transformational leadership can be learned. Ultimately, everyone is born with a

natural inclination to learn and be innovative.

Understanding women's leadership capabilities results in three basic conclusions. First, leadership development increases women's portfolios of human, social and political capital; thus resulting in benefits at both individual and organizational levels (Hopkins et al., 2008). These benefits lead to women gaining experience and enhancing their knowledge, skills, and abilities through their various learning interactions. Second, leadership development of women is a strategic business advantage for organizations (Hopkins et al., 2008). For example, having a female perspective can be beneficial in providing unique insights into consumer behavior. Third, it is important for women to feel connected to the goals and objectives of the larger organization. A primary emphasis is placed on envisioning a holistic picture of themselves as integral organizational partners (Hopkins et al., 2008).

Rounding out these different aspects of leadership development is key to this study. By having a comprehensive understanding of the different leadership approaches and how they impact women differently will help to direct this study. Through the mentorship program, mentors can provide tools and strategies to be successful now for first-time freshmen looking to pursue further leadership later. The mentorship program also provides an opportunity to explore these different forms of leadership and determine what works for them. Through the mentoring experiences these first-time freshmen can refine and further explore leadership styles.

Summary

      This review of the literature reveals that each of these concepts (social norms/stereotypes, feminism/feminist theory, personal construct theory, mentoring, leadership) studied separately leads to an understanding of what they mean collectively. It is without argument that young women must understand as well, the hurdles they will be facing strictly for being a woman and how ones' individual perception of women can hinder leadership advancement. Further, these young women must understand the barriers of the past and how women of the past have contributed to and influenced opportunities of today. They will develop a deeper understanding of how they too can play an integral role in the continued feminist movements of today, without fear of what that "label" may look like. The mentorship and leadership development of these young women will be strongly influenced by personal construct theory. As young women begin to evaluate their own experiences with more depth and scrutiny they will be able to develop further meaning and organize these constructs into useful concepts to implement in their own leadership. Facilitating these constructs and ideals through an organized program such as a mentorship program, will further foster these concepts. Young women of today have the ability to take on and be successful in a multitude of leadership opportunities.

      After reviewing these concepts in depth it becomes clear that they play a key role in the development of this study. Understanding stereotypes and social norms will provide young women with a framework for why the mentorship

program is necessary and beneficial for women in regards to leadership. This will help young women who may not have been exposed to stereotypes or social norms to understand they do exist. Additionally, through feminist theory they will develop skills on how to handle these barriers when they are faced with them on their own.

This study will further explore self-reflection and self-development of these first-time freshmen which ties into the personal construct theory. Being able to assist young women through these crucial developmental points of their lives, gives the mentorship program the capability to foster positive and inspiring leadership growth within these young women. Lastly, the two concepts of mentorship and leadership ensure that a well-rounded approach to this study is being examined, considered, and developed.

The utilization of these concepts collectively contributes to the literature on the development of women as leaders. Looking specifically at first-time female freshmen going through a leadership program provides insight into aspects of literature that is currently missing and will have significant contributions to those that may have exposure to other such programs in the future.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this research as indicated in the literature review is to

study the relationship between mentorship and leadership. As stated in the

literature review, young women in the early years of their higher education career

are typically not exposed to mentorship and internship opportunities. These tend

to become more available during a woman's junior and senior years. By

exposing women to earlier forms of mentorship (whether group mentoring,

individual mentoring, or e-mentoring) begs the question of its impact on their

leadership involvement throughout the remainder of their college career. The

following questions are the impetus of this study:

1) How does a women's mentorship program impact first-time female

   freshman's self-awareness of their ability to obtain leadership

   opportunities?

2) How does a female-to-female mentorship program impact a first-time

   freshman's self-awareness and self-esteem?

3) How does a female-to-female mentorship program impact mentors?

These questions will be investigated using a grounded theory approach.

According to Glaser and Strauss (1967, p. 2), the discovery of theory is

developed from data systemically obtained from social research. Grounded

theory provides relevant predictions, explanations, interpretations, and applications that fits empirical situations (Glaser & Strauss, 1967). Glaser and Strauss (1999) state that grounded theory ultimately revolves around five basic ideals of practice; (1) to enable prediction and explanation of behavior; (2) to be useful in theoretical advances in sociology; (3) to be usable in practical applications; (4) to provide a perspective on behavior; (5) to guide and provide a style for research on particular areas of behavior. In order to fulfill these ideals of practice, data will be obtained from surveys, observations, assessments, and individual interviews.

Site

The site for this study was a comprehensive university located in Southern California. This site was chosen because of its large female population (61%) for the academic year in which this study took place and its large first-time college attendee's population. Additionally, this institution provides accessibility to students that come from lower socio-economic areas (with approximately 75% of students are on some sort of financial aid). The site is also host to a large number of students that identify as a person of color. Considering these factors many students may not have had exposure to mentors prior to entering into college and this program.

Only one institution was chosen due to accessibility and manageability of the program itself. Being at one site allows for personal interaction not only with mentors but also mentees themselves.

Sample Selection and Access

The primary participants were 25 first-time freshmen women that live within the residential housing facilities. Additionally, a poll of non-participatory women was obtained. These 10 first-time freshmen chose not to be actively involved in the program but were willing to be followed-up with at the conclusion of the year, if necessary. Student profiles were considered in regards to grade point average, ethnicity, hometown, family income, previous leadership experience and previous exposure to mentors.

All participants will be selected through a voluntary process that took place during the first week of classes in the fall quarter. Participants were introduced to the program along with the different options of mentoring that the program could provide. This was explained to them during hall meetings (a meeting for all students living within a given building on campus) that were conducted during the beginning of the academic year. During this meeting they had the opportunity to sign up for the program or volunteer to be part of a non-participatory follow-up at the end of the program. Additionally, this informational meeting had students interested in participating fill out a short survey targeting demographic information, along with an interest/contact sheet. Periodically, throughout the

program mentors (predominantly women in student affairs) with individual

mentees were asked to share observational growth perspectives on the mentees

that they have seen thus far. Lastly, interviews were conducted at the conclusion

of the program along with the completion of an assessment.

Access to these participants was made available through the University

and in collaboration with The Office of Housing and Residential Life during the

2013-2014 academic year; IRB institutional approval (IRB #13057). All

participants as stated above live within the University residential facilities and live

within a traditional residence hall setting. A traditional residence hall consists of

a common living space and kitchen, as well as, 10 to 15 residents sharing a

bathroom facility. Direct access and interaction with all participants was

available, as they have direct access and interaction with the researcher and

mentors (as all mentors worked within the institution).

Survey and Assessment

The inventory used to assist in assessing the current state of leadership

ability was adapted from the 3D Wisdom Scale developed by Monika Ardelt, a

sociology professor at the University of Florida in Gainesville. The scale was

created to assess how wise people are in regards to three dimensions –

cognitive, reflective, and affective. These three dimensions as discussed in the

literature are also essential to leadership development and success (Ardelt,

2004).

Ardelt (2004) explains the purpose and function of each of these dimensions as they relate to individuals. Ardelt contends that wisdom is in fact a property of individuals, since it is seen as a combination of personality qualities that cannot exist independently of an individual (Ardelt, 2004). The 3D Wisdom scale is being used more readily by researchers studying wisdom within individuals and in my case how that wisdom translates into effective leadership. More importantly, one's development of self as explained in the literature review through personal construct theory. In Table 1, Ardelt (2004) presents more clearly each dimension and it purpose to the individual.

Table 1. 3D Wisdom Scale Dimensions. Ardelt, M. (2004). Wisdom as expert knowledge system: A critical review if a contemporary operationalization of an ancient concept. *Human Development*, 47(5), 257-285.

Dimension	Definition	Operationalization
Cognitive	An understanding of life and a desire to know the truth, i.e., to comprehend the significance and deeper meaning of phenomena and events, particularly with regard to intrapersonal and interpersonal matters. Includes knowledge and acceptance of the positive and negative aspects of human nature, of the inherent limits of knowledge, and of life's unpredictability	Items or ratings should assess: • the ability and willingness to understand a situation or phenomenon thoroughly; • knowledge of the positive and negative aspects of human nature; • acknowledgment of ambiguity and uncertainty in life; • the ability to make important decisions despite life's unpredictability and uncertainties.

	and uncertainties.	
Reflective	A perception of phenomena and events from multiple perspectives. Requires self-examination, self-awareness, and self-insight.	Items or ratings should access: • the ability and willingness to look at phenomena and events from different perspectives; • the absence of subjectivity and projections (i.e., the tendency to blame other people or circumstances for one's own situation or feelings).
Affective	Sympathetic and compassionate love for others.	Items or ratings should access: • the presence of positive emotions and behavior toward others; • the absence of indifferent or negative emotions and behavior toward others.

The 3D Wisdom Scale inventory was used to address these three

dimensions. A relevant question for this study is the relationship between these

three dimensions and the personal construct development corollaries of

participants. The personal construct development corollaries that were examined

were *commonality, sociality and experience,* developed by George Kelly (1955).

These were further explained by Michael Buckenham's (1998) discussion on

their necessity of development in these areas in order to see development in

socialization and personal change. The relationships between dimensions and

corollaries were studied. Specifically, the cognitive dimenision was compared to

the sociality corollary, the reflective dimension was compared to the commonality

corollary, and the affective dimensions was compared to the experience corollary

(Table 2). "Comparative analysis as a strategic method for generating theory

assigns the method its fullest generality for use on social units of any size"

(Glaser & Strauss, 1967, p. 21). These similarities were predictors of a higher

personal construct of leadership amongst the mentees.

Table 2. Personal Construct Corollaries Comparision

3D Wisdom Scale Dimension	Key Points of Dimension	Personal Construct Corollary	Key Points of Corollary	Connection Between Dimension and Corollary
Reflective	One's ability and willingness to look at phenomena and events from different perspectives.	Commonality	One will employ a construction of experience; find how it is similar to those employed by another person which leads to similar psychological processes being similar in reaction.	Both take into account another persons perspective and how it can be applied to their own experiences.
Cognitive	The ability and willingness to understand a situation or phenomenon thoroughly; additionally the knowledge of the positive and negative aspects of human nature.	Sociality	One-person construes the construction processes of another, and then plays a role in the social processes involving other people. In other words mock the socially accepted	Both take into account the willingness to understand different situations through another persons eyes.

			behaviors of others.	
Affective	The presence of positive emotions and behavior toward others; along with the absence of indifferent or negative emotions and behavior toward others.	Experience	Understanding that the construct system is constantly changing, and becoming more complex as one learns more and develops in their environment with related events. Outside observer's experience have no direct influence on how an individual should self-examine a construct.	Both takes into account that reactions to situations can be varying and different even if similar in experience due to ones emotions.

Observations

Observations were made by the mentors over the duration of the

mentorship program. Records of these observations were kept by the mentors

on their various interactions with the various participants that they interacted with.

Collectively common themes that arise amongst the mentor's observations were

assessed and evaluated. Due to the lack of personal interaction (face-to-face

interaction) with the students participating via the e-mentoring (monthly

newsletters and Facebook threads) components, observations were not

conducted on this group.

Specific to group mentoring, mentors were asked to speak generally as to

the progress and development of the group as a whole and if there were any

mentees that were showing further progression and growth than others among

the group. Once these individuals were identified mentors were asked to

describe what they have observed to have these women stand out among the

others.

Individual mentoring observations were done quarterly and recorded by

the mentors themselves. Mentors were asked to give a description of where they

saw their mentee at the end of each quarter. Observations conducted on this

group consisted of a slightly more structured format. Mentors were asked to

describe the following: what they have discussed over the duration of the quarter,

where they have seen growth in their mentee, and where they foresee further

growth for their mentee. Generally, they were asked to describe the experience

of mentoring the mentee and the benefits they have found for both themselves

and the mentee.

Interviews

In-depth semi-structured individual interviews were conducted with willing

participants at the conclusion of the mentorship program and served as my

primary method of data collection. All interview questions were open-ended with

opportunities for follow-up questions to provide clarification or further explanation.

The focus of these questions was on four key areas or categories during the

interview session – experience in the mentorship program, current viewpoints on

leadership, leadership involvement, and relationships with other women. By

examining each area insight was provided into how the mentorship program

impacted each mentee. Discussing with each interviewee the impact that the

program has had on them, assisted in determining how the mentorship program

has impacted their viewpoints on leadership and whether or not it assisted in

participants taking on leadership roles and responsibilities. Lastly, it assessed

how the program assisted the development of relationships with other women to

build further mentoring partnerships in the future.

Trustworthiness

In order to ensure an increase in the trustworthiness of this research

several choices were made. The primary focus on first-time freshmen provided

an environment where there was no previous interaction between the researcher

and the student. This was an environment that did not make them feel as if they

must participate in the mentorship program. Second, multiple mentors were

selected to ensure a wide range of female perspectives and to not persuade or

influence participants into only one perspective on leadership. Third, multiple

mentors provided observational perspectives and avoided personal biases from

taking place, as multiple perspectives were considered. Finally, the use of

multiple data collection techniques allowed for triangulation of the data to determine the consistency of the evidence gathered from different sources (Krathwohl, 2009, p. 285).

Ethical Concerns

Confidentiality of participants was of the utmost importance and all necessary steps to ensure participant ambiguity and anonymity had been set in place. Participants had chosen to willingly and voluntarily participate in the program, with an option to withdrawal at any time. Due to the nature of this research, there was minimal threat to the well-being of the students as a result of participating in this study.

Considering the researcher's stance on the importance of mentorship as women, it was acknowledged that personal bias may be seen as a questionable ethical problem. In order to avoid this multiple viewpoints on the mentorship program and leadership accessibility were put into place. This was accomplished by having the mentors involved in the program and more importantly individual mentees involved to share their perspectives on what effect the program had had on their leadership development. Additionally, personal perspective on the program was not voiced while the study was being conducted.

Limitations

It is important to point out a few different limitations of this research. First, the findings of this research (given the number of participants) cannot support generalizations for all first-time female freshmen within the University. Second, the perception of the mentorship program impact could vary from year to year depending on the involvement of mentors. There were also concerns that if the quality of mentorship decreases then participants respond in a negative manner opposed to a positive experience. Lastly, there is the issue of subjects only residing on-campus.

Data Analysis

Data were drawn from observations, interviews, and the wisdom scale assessment, as well as, the demographic survey questionnaire.

This process allowed for cross comparisons of common themes to be found within observations alone, or interviews alone, but more importantly the two assessments together. Actively seeking common threads between the observations and interviews served as a guiding point to answering the research questions.

1) How does a women's mentorship program impact first-time female freshman's self-awareness of their ability to obtain leadership opportunities?

2) How does a female-to-female mentorship program impact a first-time

freshman's self-awareness and self-esteem?

3) How does a female-to-female mentorship program impact mentors?

Coding was constructed through a thorough analysis of interviews and observations, done completely by hand. Interviews were initially transcribed and read through to create a pure read of what was discussed and stated by participants. To ensure accuracy of the interview transcriptions, they were sent to the mentees and mentors that were interviewed and allowed for feedback and changes. From there predominant points and statements were highlighted and re-labeled to identify as one subheading. Subheadings were then re-categorized to more broad coding categories.

Participant Characteristics and Traits

Participant characteristics to consider in this study included: race, family income, hometown, previous access to mentors, and involvement in previous leadership opportunities. In addition, to these characteristics there were particular participant traits to consider. These traits included: development of leadership potential, involvement in leadership activities/roles on or off campus, change in confidence and self-esteem when it comes to leadership, and a higher level of academic achievement.

Conclusion

Women and mentorship should go hand-in-hand in order to continue on the path to success in leadership roles. It is important to remember that mentoring relationships can become increasingly relevant to personal, academic and professional development of students in their college years (Packard, Walsh, & Seidenberg, 2004). Establishing a linkage between personal construct and leadership development through leadership is an important step in fostering young women's leadership potential. The concept of "sisterhood" could be established through this study if replicated to fit individual needs and goals of various universities and colleges across the United States.

CHAPTER FOUR

FINDINGS

Introduction

The purpose of this study was to explore the influence of mentorship on the leadership abilities of first-time freshmen women. The study was conducted using a grounded theory approach. Data were collected through an initial interest survey, personal interviews and an assessment tool. The participants were three mentees and three mentors at a public higher education institution in Southern California.

An initial paper survey was given to first-time freshmen to determine women who would be interested in participating in the mentorship program. All of the mentees participating were first-time freshman, two were Hispanic and one was African American. All three came from lower to lower middle class backgrounds and had never had a mentor in the past. Additionally, all three were mildly involved during their high school years, meaning they attended school events, however, did not take on leadership roles.

Mentors for the program were solicited via personal invitations to participate in the program. The three mentors interviewed differed in years of professional experience ranging from one year to fifteen years. All are current professional staff members at the University where this study took place. Two of the mentors were Hispanic and one was Asian Pacific Islander. Lastly, two of the

mentors had had previous formalized mentoring relationships while one had never had a formalized mentoring relationship in which they were the mentor.

Interviews were designed to be one-on-one. The interviews ranged from 15 minutes to 30 minutes. Once interviews were concluded they were transcribed by the researcher and analyzed. The framework for analysis was grounded theory. Grounded theory analysis is similar to phenomenological analysis in that it uses set procedures for said analysis. It consists of open, axial, and selective coding as described by Creswell (1997). "Grounded theory provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a "story" that connects the categories (selective coding), and ending with a discursive set of theoretical propositions" (Creswell, 1997, p. 150).

Creswell (1997) says the first stage of analysis consist of examining text for salient categories of information, using a constant comparative approach in order to saturate the categories. An initial run through of the interviews had approximately 25 information units emerge. These information units were found by reading through the transcribed interviews and noting them by hand. This led to the first stage of analysis which required the reduction of these information units into a small set of categories. Information units were then put collectively together and distributed into common categories. The four categories that proved most substantial during this phase were *gender realization*, *general development*, *self-esteem/self-confidence*, and *leadership*.

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From these initial set of categories a central phenomenon of interest was identified and exploration of the interrelationship of categories was conducted. This stage of the process is known as axial coding (Creswell, 1997, p. 57). Each category was put as a central heading on large boards with supporting statements from the interviews. While breaking down these different statements a central phenomenon arose through them. This phenomenon was *development.* Development not only intersected the four categories that emerged but also connected the 3D Wisdom Scale assessment (development of dimensions) to the personal construct corollaries. This scale represented one means of assessing personal construct development in the mentees. The combination of these emergent categories and the assessment tool provided grounds for selective coding and the development of a cohesive story from the mentors and mentees. From there a substantive theory was developed based on the story.

With development being the emergent central phenomenon there were the four key foundational themes that supported this (Figure 3). One of these emergent themes was gender realization. The mentees realization of the effect of their gender on leadership and other opportunities was essential to their development. From this gender realization the mentees were able to display general development as the second emergent theme. The third theme to emerge was self-esteem and self-confidence. The self-esteem and self-confidence theme is directly related to the development of the mentees

throughout the program. The last theme to emerge was leadership. The willingness to take on leadership opportunities and access to such leadership opportunities was directly related to their development.

Figure 3: Emergent Themes

Upon these four foundational emergent themes was the connection that was found between the 3D Wisdom Scale dimensions of Ardelt (2004) and the corollaries as defined by Kelly (1955). Ardelt considers wisdom to be a combination of personality qualities that coexist with one another. She further states that wisdom is the property of the individual and consists of three-

dimensional personality characteristics; the three dimensions are cognitive, reflective, and affective.

The 3D Wisdom Scale assessment was only completed by the mentees. The scale was used to determine mentees' developmental dimensions. Analysis and scoring breakdown of the assessment was conducted according to Ardelt's instructions. Scores can range from the high end of 5 to the low end of 1 in each of the three dimensions. Per instructions, if an individual is to score an average of 4 or higher that would be seen as significantly high and scoring 2 or lower would be seen as significantly low. From this analysis of the assessment the three dimensions were previously found to have direct relations to the commonality, sociality, and experience corollaries as described by Kelly (1955, pp. 90-98). The reflective dimension aligned with the commonality corollary; the cognitive dimension aligned with the sociality corollary; and the affective dimension to the experience corollary. These intersections were demonstrated in *Table 2: Personal Construct Corollaries Comparisons* found in chapter three.

Gender Realization

The first theme that emerged was gender realization. Gender realization means that mentees and mentors expressed a realization about being a woman, or women that they have never realized before and/or considered. The most substantial comment made by all mentors was when they discussed their session with their mentee on what it means to be a woman. All mentors mentioned that

their mentee made some type of comment along the lines of "*I never thought about what it means to be a woman*". This realization for these young women allowed for them to reflect on their personal "place" in the bigger picture of not just the college but in the larger society of the world.

Mentees and mentors alike discussed the necessity of having mentorship programs at this particular institution, that not only serves first-generation college students but one that is also majority female. One mentor, when discussing what it was like to be a mentor in this program stated, "It was a realization to me that this is something that is continuously needed on this campus" (Mentor 3, personal communication, September 2014). The mentorship program is at an institution that has a majority female population. Currently the institution has few women in higher administration positions. This concept was again reiterated by a mentee when she stated, "I am actually starting a club for women on campus now… it is important to have a club for women (Latinas) on this campus" (Mentee 3, personal communication, July 2014). This mentee went on to discuss that she saw the benefit in the mentorship program and how there was a current void for Latina women. She further discussed how it helped her develop as a young woman and wanted other women, regardless of class standing, to begin to support one another instead of tearing each other down.

This concept of women tearing each other down, was especially poignant for one mentee that stated, "…girls are always like mean toward each other" (Mentee 3, personal communication, July 2014). The mentee was able to

discuss further that the mentorship program has allowed her to trust women to support her and not just the mentors. This particular mentee participated in the group mentoring sessions and was able to establish positive relationships with other mentees in the program, thus allowing her to begin to trust women once again. Another mentee reiterated this concept of trust by stating, "there are now people (women) who you can trust and can be like a guide to you" (Mentee 1, personal communication, July 2014).

The last major realization that the mentees shared was that of personal and professional life balance. This was best captured by a mentee who stated, "…sometimes I struggle with like being a woman and having it all… you really can have more than just a career or just a family" (Mentee 3, personal communication, July 2014). The mentee discussed that through her upbringing and experiences, she was afraid that this was not possible. She believed that a woman would have to sacrifice one or the other but realized by getting to know her mentor, that one can have a family while also having a successful career. By the mentees becoming aware of these gender realizations and how to defy them, it creates the opportunity for the mentee to take on leadership roles knowing that it will not hinder their progress in one area or the other (personal or professional).

General Development

The second theme that emerged while analyzing the data was that of a general overall development. Although the purpose of the study was to look at

the impact of mentorship on the mentees, there was significant growth in general development on behalf of the mentors as well.

An example of this was a mentor's response to the question "Describe your experience in the mentorship program." As the mentor was discussing their relationship with the mentee they stated: "I knew that a little bit but I didn't know that was one of my biggest strengths (communication)" (Mentor 1, personal communication, September 2014). The mentor went on to discuss that being a mentor has allowed for her to tap into her strengths and develop them. When mentors discussed how they always set-up the first meeting with a mentee; one mentor described "it is important for me to understand from the get-go what the mentee is hoping to get out of the relationship" (Mentor 3, personal communication, September 2014), this statement led to her discussing how the relationship then becomes a mutually developmental process for both the mentee and her. She captured this by stating, "I feel I still learn from students" (Mentor 3, personal communication, September 2014).

As the mentors described the mentees development, a true "light bulb" moment for a mentee came during a meeting with her mentor. She stated, "you stop succeeding because of your parents and start succeeding because you want to" (Mentor 2, personal communication, September 2014). The mentor stated that the mentee had begun to realize over the course of the year that she needs to ultimately be doing what makes her happy and ignore what others think. Another mentor described how proud she was of her mentee for taking on a task,

on her own, without giving the task to another person. The mentor described that in the beginning of the program she would typically give large projects, which, to others, required a lot of responsibility, but by the end of the program was embracing these opportunities.

The mentees showed significant development throughout the interview process as they reflected on their experience in the program. One mentee described how she is starting a club on campus and during that discussion talked about how she was searching for an advisor. During this conversation she acknowledged she would not have thought about starting the club prior to being in the mentor program. As she described an individual that stepped up to be an advisor, she mentioned, "she seems like she has a lot of the same ideas I have, it's just, I don't know if she would be able to dedicate a lot of time" (Mentee 3, personal communication, July 2014). The mentee described that through the program she realized how important investment is in the success of a relationship and ultimately a club or organization on campus.

Another mentee described how she began to see that she needed to push herself into a state of discomfort in order to develop. This realization was summed up by her by stating, "I was really shy but now I feel I see life in like, in like, a different perspective" (Mentee 1, personal communication, July 2014). The mentee described that she realized by pushing herself into this state of discomfort and unfamiliarity she was able to see things from a different perspective, learn from the experience, and ultimately grow as an individual.

This same mentee went on to state, "being a member is just like anyone else" (Mentee 1, personal communication, July 2014). She had realized that she did not want to just be "in the school of fish" and would rather stand out in order to get the full experience. The last significant sign of development was in a statement made by a mentee while discussing how they saw leadership. The mentee mentioned "…leadership to me… is like their end point" (Mentee 3, personal communication, July 2014), she was able to see that leadership is about the journey and not just the destination alone. She went on further to describe that it is the job of a leader to provide vision in order for others to reach that end point.

There were two basic realizations that were undoubtedly concluded by all the mentees interviewed. The first is that the mentees had developed a belief system that they not only can do something but that they are ultimately capable of being successful at it. When asked why one mentee felt this way she stated, "I have people I can go to when I need to and tell them stuff… I never had that before" (Mentee 1, personal communication, July 2014). The second was that the mentees realized the only way to truly develop oneself was to push themselves to do more than just what societal norms dictate or by taking the safe route.

Self-Esteem and Self-Confidence

The third theme that emerged was in the development of self-esteem and self-confidence in the mentees. It should be pointed out that there was limited development in this area for one mentee in particular. When asked if the mentee believed she had developed the skills and confidence to seek out mentorship on her own in the future her response was, "Umm, probably not by myself. I don't think I can find one by myself" (Mentee 2, personal communication, July 2014). In further discussion with this same mentee when asked about her involvement in the club she had joined she stated, "I will probably just stay a watchful eye, because I am the youngest person there" (Mentee 2, personal communication, July 2014). These statements displayed a lack in confidence in being able to achieve different leadership opportunities on her own without the assistance of programs, such as the mentorship program.

The mentors were able to describe this development in self-esteem and self-confidence quite vividly in their interviews. One mentor spoke about her mentee's confidence, from the onset "she was really struggling with self-confidence... it took her like two quarters to kind of build a little bit of self-esteem but it really started to show" (Mentor 1, personal communication, September 2014). Another mentor described her mentee as, "she was scared of just in general being around people... but over the year she built her self-confidence" (Mentor 2, personal communication, September 2014). These mentors were visually seeing changes in their mentees' self-esteem and self-confidence over

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the progression of the year. One mentor described that this development in self-esteem and self-confidence was apparent when "she began to create and start the dialogue more than me… she was able to express herself even more" (Mentor 3, personal communication, September 2014). This was not the only example that mentors were able to give about visual changes. Another mentor described a change in their mentee's approach to things by stating: "this program increased their self-esteem to be able to go to a table (in the library or commons) and just sit there" (Mentor 2, personal communication, September 2014). The last significant example of this development observed by a mentor was when she stated that her mentee, "had the answers to things, it was just about more exploring for her" (Mentor 3, personal communication, September 2014). At the beginning of the program this particular mentee showed depth and knowledge, but had not expressed herself or her feelings. The mentor mentioned that as her confidence and self-esteem rose, she began to feel more secure in her position and in not needing to have reassurance that it was valid.

The mentees gave insight into their growth in this area. One mentee stated, "I was really shy, but now I feel, I see life in like a different perspective… I was like in a shell and really shy, but like now I broke that shell" (Mentee 1, personal communication, July 2014). She explained how the mentorship program reassured her that she can do anything, and boosted her confidence. A visual observation made during the interviews was the sense of pure joy and amazement that radiated from a mentee when she said, "they actually accepted

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me" (Mentee1, personal communication, July 2014). This statement came as she was discussing how she joined a club on campus and was nervous about how she would fit in. Another mentee discussed that her mentor had pushed her to try new things without fear of failure, and that if failure did occur, then it would simply become a learning experience. She expressed this by stating, "you know putting myself out there more… it made me more confident in taking on leadership roles and being open to new things" (Mentee 3, personal communication, July 2014).

Overall, there was growth in this area demonstrated by nearly all the mentees. The development in this area produced a willingness to try new things and be willing to fail. This willingness to step outside one's comfort zone, when once in a place of reservation and observation, shows significant growth in self-esteem and self-confidence.

<p style="text-align:center">Leadership</p>

The last theme to emerge was leadership and the opportunities that the mentees had taken. In interviewing the mentees it was apparent that all of the mentees had taken on some type of leadership role (joining clubs/organizations, student assistant positions, as examples) throughout their freshmen year. In discussions with the mentors they too talked about the leadership opportunities that their mentees had taken on over the course of the year.

The most intense discussions were focused on the definition of what leadership is. Is leadership seen completely as an executive member of a club or organization (or the like) or is leadership being a leader within oneself. An example of this was described by a mentor about her mentee when she stated,

> I think, amongst her friends that she mentioned she was always the
> follower and just always kind of followed wherever people would go even
> with interactions on campus. I think now she has more of a voice than
> before… as we met more she had more of an expressing of herself
> (Mentor 1, personal communication, September 2014).

This mentor went on to further discuss how she began to see that her mentee was becoming the leader among her friends opposed to be the one that used to follow in the past. Due to this newfound voice, the mentee even began inviting friends to come to more campus events (especially on the weekends), because she lived on campus and the majority of her friends did not. The mentee was afraid her friends would think this is "stupid" or not have a good time but found the opposite to be true. This was just one example of mentees finding their inner leader and not just always putting themselves out there as a leader, in the traditional sense.

Among the mentees there were several examples of leadership opportunities that emerged throughout the interview. One mentee discussed her journey of being less shy in order to engage more in her college experience by stating, "…being less shy it helps you a lot like getting involved in like school… it

(leadership) helps you excel and like it opens up more doors to you" (Mentee 1, personal communication, July 2014). She further discussed how she realized she needed to engage in the clubs she had joined as more than just a member. Due to this realization, this particular mentee discussed how she applied to be secretary for the club she joined in order to get more out of the leadership experience. By far, the greatest example of taking on leadership opportunities came from the mentee mentioned in previous sections who discussed how she was starting a club for Latina women on campus. She discussed how the mentorship program helped her realize not only the necessity of this club but also this club could translate the leadership skills she was learning from the mentorship program into the club. The last mentee did not take a traditional route to leadership. She discussed how her involvement in leadership came differently in that she would start volunteering to be the leader of a group project, as she was unable to find other leadership opportunities that she felt comfortable in taking on.

Throughout the interviews it became apparent that the mentees had realized the importance of leadership involvement in their overall development not only as a student, or personally, but also how it can affect them professionally in the future. The mentees also discussed how they felt being involved in the mentorship program was what pushed them to be involved because they had women behind them to support and encourage them in doing so.

Reflective / Commonality

As discussed by Ardelt (2004), the reflective dimension assesses two primary abilities: the ability and willingness to look at phenomena and events from different perspectives, as well as, the absence of subjectivity and projections (i.e., the tendency to blame other people or circumstances for one's own situation or feelings). Ultimately, this dimension requires a person to self-examine, be self-aware, and develop self-insight (Ardelt, 2004). This dimension closely parallels Kelly's (1955, pp.90-94) description of a corollary known as *commonality*. This corollary emphasizes that it is the way people construe experiences that make them similar, yet, not necessarily the similarity between the events they experience. This dimension and corollary overlap when it comes to how an individual can take into account another person's perspective and how it can be applied to their own experience in order to develop.

Through the 3D wisdom scale assessment a developing proficiency in this area was prevalent. This proficiency was demonstrated through the interviews (Table 3: 3D Wisdom Scale Assessment Scores).

Table 3. 3D Wisdom Scale Assessment Scores

Dimension / Corollary	Mentee 1	Mentee 2	Mentee 3	*Average*
Reflective / Commonality	3.67	3.16	3.41	*3.41*
Cognitive / Sociality	2.85	3.14	3.78	*3.25*

Affective / Experience	3.76	3.15	3.76	*3.55*

During mentor interviews it was stated several times that they were transferring knowledge to the mentees. When discussing the transferring of knowledge it is important to define that this occurred as mentors assisted mentees to make sense out of their experience. Through reflection the mentees developed new constructs and/or understandings of their own personal constructs. The mentors discussed being able to find connections with their mentee(s) which in turn allowed for them to relate to the mentee(s) experiences and provide perspective. For example, when a mentor was asked about their interaction with their mentee in regards to giving advice or direction they stated "If there was a direction where she felt she should go or she needed some guidance… I really tried to get a sense from her (of what she thought) and tried to help her find her own solutions" (Mentor 3, personal communication, September 2014). The mentor along with others would share their experiences to then provide insight for the mentees to develop their own solutions to similar situations. Another mentor mentioned, "… my experiences also kind of had the same similarities with her and sharing experiences and knowledge…" (Mentor 1, personal communication, September 2014). This was a common theme among the mentors of transferring knowledge to the mentees. This transferring of knowledge is a key component to the development of the mentee in this area.

During mentee interviews demonstration of this development and awareness again came through. What was apparent was that the mentees saw this dimension/corollary as their best way to "give back". One mentee stated, "…I am going to be a mentor… that is something that is really important to me" (Mentee 1, personal communication, July 2014). Through the leadership role she had taken on over the course of the year, she decided that this would be her best way to give back. Another mentee explained "…some freshmen don't really understand the importance of it (mentoring), and I want to help them understand by sharing my experience" (Mentee 3, personal communication, July 2014). This statement additionally provided insight into how the mentee saw this dimension/corollary development within her.

The mentees saw this area as the most transformable, meaning they saw it as their opportunity to not only learn and grow, but also give back. Recognizing this in one's self is certainly an area of development. Lastly, the interviews revealed that mentees took their mentor's advice, life experiences, and shared experiences to heart. Mentees' understanding and development in this commonality corollary reinforced and assisted in the development of sociality corollary.

Cognitive / Sociality

Further, Ardelt's (2004) scale was used to assess four primary abilities found in the cognitive dimension: (1) the ability and willingness to understand a

situation or phenomenon thoroughly, (2) knowledge of positive and negative aspects of human nature, (3) acknowledgement of ambiguity and uncertainty in life, and (4) the ability to make important decisions despite life's unpredictability and uncertainties. Consequently, the cognitive dimension requires a person to comprehend the significance and deeper meaning of phenomena and events, particularly with regard to intrapersonal and interpersonal matters. This dimension closely parallels Kelly's (1955, pp. 97-98) description of a corollary known as *sociality*. This corollary emphasizes that this is a way one person takes into account another person's social process, not so much to construe things as the other person does but to effectively construe the person's outlook on the situation. This dimension and corollary finds an overlap in regards to how an individual can take into account the willingness to understand different situations through another person's eyes.

The mentees scores indicated a developing proficiency in this area. This proficiency was demonstrated through the interviews. One mentee's score, however, was particularly low (2.85) although the others scored on the higher end (refer back to Table 4: 3D Wisdom Scale Assessment Scores).

During mentor interviews this particular development area of the cognitive/sociality was seen in the mentor interviews. One mentor discussed with her mentee the impact that individuals can have on one another and the mentor described the conversation, "… (the student responding to the mentors statement) I want the opportunity to share my story and have others share their

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stories with me" (Mentor 3, personal communication, September 2014). It appears that the mentor was aware that hearing stories is a reciprocal exchange that leads to the learning process. There was also a display of how some mentees struggled to develop in this area. One mentor discussed a conversation with their mentee and stated "…she mentioned she struggled in developing relationships and connecting with people in general" (Mentor 1, personal communication, September 2014). Deficiency in this area can hinder development overall as it is essential to creating a well-rounded individual, and ultimately a compassionate and empathetic leader.

The mentee interviews indicated limited development in the cognitive/sociality area. What was apparent was that the mentees for the most part lacked the ability to process experiences through another person's eyes. The most significant statement that a mentee made in regards to resources; "I have people (mentors from the program) I can go to when I need to and tell them stuff" (Mentee 1, personal communication, July 2014). The mentee went on to further describe how she has been able to learn how different mentors have dealt with different challenges in their lives and then being able to construct her own approach to a similar situation.

Based on the interviews and the assessment, the mentees have not been able to truly explore and develop this particular dimension/corollary. What was apparent through the exploration of this category was that a majority of the mentees saw the value in understanding a mentor's lived experiences, and

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stories. Although they may not have been able to truly understand the mentor's

perspective of how they felt in that moment. They were able to appreciate the

value in understanding the direct correlation of the mentors experience to theirs.

Affective / Experience

The final dimension was the affective dimension which relates to two

primary abilities; the presence of positive emotions and behavior toward others,

and the absence of indifferent or negative emotions and behavior toward others

(Ardelt, 2004). With these abilities taken into account, this dimension requires a

person to be sympathetic and show compassionate love for others. Kelly defines

the experience corollary as understanding that one's construct system is

constantly changing, and becomes more complex as one learns more and

develops from their environment with related events. This dimension closely

parallels Kelly's (1955) description of the experience corollary. This corollary

emphasizes that the way a person constructs their system varies and

successively construes the replications of events based on ones emotions during

said event. This dimension and corollary see an overlap in regards to how an

individual takes into account that reactions to situations can be varying and

different, even if they experience similar events.

The mentees scores indicated proficiency, on the higher end, in this area

yet was demonstrated minimally through the oral interview (note Table 4: 3D

Wisdom Scale Assessment Scores). It should be noted that all mentees scored

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highest in this category compared to the other two categories, however, this proficiency was not demonstrated as often during the oral interviews. This indicates that although there is emotional intelligence awareness, the mentees may not be seeing the connection overall to their mentor experience, or application to their leadership capability.

During mentor interviews this verification of this particular development area was limited. One mentor discussed a conversation that she had with her mentee where she described her emotional state by stating, "it is going to be her that makes herself be more confident" (Mentor 1, personal communication, September 2014). This exchange was described as the mentee being able to assess her confidence in order to approach varying situations, regardless of her emotional state and regardless of past experience in the same situation. There is a vulnerability and level of risk that a person needs to take in order to develop further in this area. One mentor shared that during a particular meeting, her mentee shared with them, "I am having a bad day but I realize it could be worse" (Mentor 3, personal communication, September 2014). The mentor further described that the mentee had realized that given her particular situation, there are individuals that may be dealing with circumstances much worse than hers. Where there was significant development in this area was the mentors and mentees being able to relate on a deeper emotional level as the year progressed.

As mentioned previously during mentee interviews, they were able to suggest limited development in this affective/experience area orally.   It was

apparent that this developmental area is the most difficult to express orally and convey based on the interview data. All mentees expressed a willingness to take risk, and try new situations due to the support of a mentor. Even though the mentee has had a negative emotional reaction to a previous event, they may be willing to try it again given the support of a mentor.

A Substantive Theory

The patterns that emerged were developed from the data. By critically analyzing the data through these patterns, along with gaining perspective through mentee and mentor stories and experiences, it became apparent that; 'Through proper mentorship, a first-time female freshman's self-esteem and willingness to take on leadership opportunities will increase.' There were many factors which led to this conclusion.

Firstly, unlike the majority of upper classmen who have had a mentor, all of the first-time freshmen mentees that participated never had a mentor prior to their participation. These women stressed they had never had someone that believed in them to take on new challenges and be successful in them. They discussed how being a part of the mentorship program gave them insight into a different perspective of opportunities. Having successful women they could relate to and learn from gave them a sense of opportunity, and was found with the increase in self-esteem and self-confidence. These young women began to understand the impact of their own perceptions of self in the ultimate bigger

picture of achievement. Lastly, they developed a perspective that even if they were to "fail" at something, this was not a means to give up, but rather to learn from the experience and try again.

One of the more profound realizations was the willingness to take on leadership opportunities. All the mentees took on some form of leadership throughout the year. These young ladies took on various leadership opportunities ranging from positions within clubs and organizations, to being founders of newly established clubs, to finding that inner leader within them self. The last area where the most substantial growth was seen was in leadership. These mentees discussed new roles they played within their social groups, having more of a voice within their families, and playing a bigger part in class projects and assignments. A majority of these mentees gave credit to the mentorship program and their mentors for pushing them to step out of their comfort zone and into different forms of leadership.

Lastly, the development shown through the 3D wisdom scale assessment showed direct growth and development from the mentees over the course of the year. The mentees were able to show substantial levels of understanding in the areas of reflective/commonality (taking into account another person's perspective and how it can be applied to their own experience); cognitive/sociality (taking into account the willingness to understand different situations through another person's eyes); and affective/experience (taking into account that reactions to situations can be varying and different even if similar in experience due to

emotion). These are skills that one would develop over their college career and lifetime, but these freshmen were able to begin the development of these skills through the mentorship program, and exhibit them through the course of the program, observations, and interviews.

Since mentors play such a substantial role in the development of these freshmen, it is important to ensure that proper training and information is dispensed to the mentors within the program. Melanson (2013 pp. 47-49) discusses several qualities that an ideal mentor should possess. These qualities included approachability, empathy, reflection capability, patience, honesty, authenticity, loyalty, commitment, and a love for learning. It is important for mentors not only to receive a thorough understanding of what their role and responsibilities will be, but also how the mentorship program will assist in their personal development as professionals.

Many of these traits were observed and implemented by the mentors throughout the program. Helping mentors to further develop these skills will only translate into the mentees having more purposeful and meaningful experiences through the program. Assisting mentors in understanding their larger purpose will create more investment, and ultimately develop the mentees. Mentor assistance will encourage them more courageously to take on leadership ability. The mentoring experience (whether positive or negative) has a direct impact on how the mentee views them self, and their ability to take on leadership opportunities.

CHAPTER FIVE

DISCUSSION

Analysis of Research Questions

This study focused on answering three key research questions utilizing a

grounded theory approach. Each of these questions were analyzed and

answered through the stories of the mentees and the mentors that participated in

the mentorship program.

<u>Research Question One</u>

The first question under review was, "How does a women's mentorship

program impact first-time female freshman's self-awareness of their ability to

obtain leadership opportunities?" This question led to a thorough evaluation of

what exactly "leadership" means. Is leadership specific to taking on an executive

position in a club or organization? Is leadership being able to speak up within

your group of friends or to take the lead in a school project? Or is it a hybrid of

both? The mentees defined leadership and/or the qualities of a good leader in

their own words and then later discussed and demonstrated how their vision of a

leader represents the type of leader they want to be. For example, one mentee

discussed that a leader's main quality is to have a vision or an end point, she

later discussed the goals that she has in regards to her own leadership and in the

desire to develop a new club. Reflections such as these established that

traditional viewpoints on leadership are no longer valid and in some cases

leadership is becoming indefinable.

Given this perspective, it was apparent that the idea of transformational leadership is more inherent in these young women than any other form of leadership. "Transformational leadership may be defined as a leadership approach that causes a change in individuals and social systems" (Kendrick, 2011, p. 14). This definition of social systems does not focus or adhere strictly to large organizations or structures. For these young women their social system was their group of friends, their classmates, or even their campus residential hall mates. Kendrick (2011) defined transformational leadership as involving four factors: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individual consideration*.

The first factor of idealized influence indicates that the individual must exhibit high moral and ethical standards. The mentees exhibited these traits, and they were expressed by the mentors as seen in their mentees. When the mentees discussed some of their gender realizations, this factor of idealized influence was most apparent. Being aware of the social ramifications of their gender with regards to leadership produced a greater sense of what ethical standards they wish to create. These standards in turn become the standards that guide their life choices.

The second factor of inspirational motivation works on the basis that one has the ability to help others see clearly what the right thing is to do; providing a shared vision and/or goals. One mentee discussed wanting to start a women's

club for Latina women as she saw the need for it at the University. She felt that having proper mentorship for women on the campus was vital and believed that it assists with providing a vision for the women involved to set their own goals. Another mentee talked about wanting to step up and be more of a voice among her friends. Her goal was to get them more involved in campus life and to become active campus community members. She was successful in accomplishing this goal. She was able to provide evidence that having a vision and goals does not have to be solely focused on large organizations or social structures; creating a belief that having a small impact on situations now will potentially have a larger impact later.

The third factor in developing a strong transformational leader was intellectual stimulation. Intellectual stimulation implies that one challenges oneself and others to question basic assumptions and to generate creative solutions to problems. The mentees were able to discuss their own personal development and even how they dared to defy the assumptions that had been placed on them in the past. One mentee described how her parents always had particular goals for her, what their visions were, and what she should become or be. The mentee discussed how through the mentorship program she realized that she had to live by her own goals and aspirations.

The last factor, individual consideration, allows for the leader to coach, mentor, provide feedback, and growth opportunities to individuals they interact with. At this point in these young women's lives they are seeking this individual

consideration more through their mentors than potentially giving it to others. This is a skill that these young women are developing through firsthand experience. Being able to develop these skills early provides for more time to perfect them.

These young women demonstrated a growth in their leadership in different ways. Some looked to start clubs while others looked to just push themselves to become more of an internal leader. They each strived to be better women, and that in itself is the sign of a leader. These young ladies in their freshman year of college are still searching to find their own identity. They are still developing their leadership style and beliefs. This is why the idea of transformational leadership resonates with these young women, and their constant personal and professional development.

Research Question Two

The second question examined was, "How does a female-to-female mentorship program impact a first-time freshman's self-awareness and self-esteem?" The mentees discussed several different levels of self-awareness and self-esteem development that took place over the course of the mentorship program. Several mentees discussed going from an extremely shy and introverted individual to a more outgoing one. They discussed a willingness to take risks and make mistakes. They knew that if a mistake was to occur, they had a mentor to assist them with working through that stumble.

There are four traits that an individual possesses when they have a strong sense of self-awareness. They are *aware of emotions*, *confident in strengths*,

cognizant of weaknesses, and *accepts feedback* (Mowery, 2013). These are all areas that these three freshmen worked on throughout the course of the year. The one trait that these young women worked on most thoroughly was accepting feedback. They all discussed consistently seeking feedback from their mentor(s) in order to develop and grow personally.

Being *cognizant of weaknesses* and *confident in their strengths* were the two traits that these young women initially did not demonstrate. A majority of them described weaknesses (such as being shy) but, due to a lack of confidence, they had trouble describing some of their strengths. Through the stories, it became apparent that their mentors were able to pick up on their strengths. The mentors encouraged the mentees to draw on their strengths and use them when needed.

Although the mentees did not exhibit *being aware of emotions* often, raw emotions were exhibited, such as fear or intimidation. These emotions were more evident to the mentors that observed them in their mentees. The mentors discussed how they would encourage their mentees to push through those emotions in order to test their limits and personal development.

What was especially notable, was that these traits were exhibited among the mentors, as well as, the mentees. The mentorship program provided a platform for the mentors to self-examine and develop in these two areas. The mutual development taking place allowed for the mentors and mentees to find common ground. They were able to establish this common ground despite the

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fact that they were at different points in their own personal and professional development.

<u>Research Question Three</u>

The final question was, "How does a female-to-female mentorship program impact mentors?" This study was not specifically designed to address the mentor experience; however, designing a successful mentoring program is reliant on the investment of the mentors in the mentees. Being able to establish the benefits of the mentorship program for both parties allows for one to see that mentoring is ultimately a win-win situation.

The impact of the mentorship program was primarily dependent upon where the different women were in their professional careers. The mentor with the least amount of professional experience was able to discuss most directly how the mentorship program has impacted her self-esteem. She described how being a mentor allowed for her to identify her personal strengths and she realized that she could use these strengths to impact others, specifically her mentee. While working with her mentees, she was able to see herself in them and recognize where her own growth had occurred. Having this perspective proved beneficial for the mentor as she was able to relate to her mentees and help them grow through this process.

The most seasoned professional spoke about the impact she was able to have on her mentee. She discussed how in her profession she feels it is her responsibility to give back to the students and help them succeed. She went on

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stating that there is nothing more rewarding than seeing a student she has mentored previously, achieving success in her own life.   She felt rewarded and inspired to work harder. Mentoring assisted her in staying abreast of current trends and student needs in order to better serve them professionally.

The key to personal and professional development for the mentors was their dedication and investment put into that role. If a mentor was not truly invested in the process it was less likely that she would find benefits in the program. As one mentor pointed out, each year of mentoring sheds light on a different aspect of personal or professional enlightenment that she did not consider previously in her career.

Future Research Consideration

As a result of this research it became clear that to truly understand the long-term effects of mentorship on first-time freshmen, a longitudinal study would need to be conducted.

Questions still remain as to whether or not these young women will continue to stay involved in leadership opportunities. Will they progress on to more responsibility, stay stagnant, or stop being involved? Being able to follow these women through their college careers would allow for more evidence to be developed in order to support mentorship programs beginning earlier in a woman's college experience, as opposed to a majority of these programs beginning in junior, senior, or graduate years.

Current research mostly supports the effectiveness of mentorship in a

woman's professional career opposed to in their pre-professional positions.

According to the Center for American Progress, women make up 50.8% of the

United States population. They earn 60 percent of undergraduate degrees and

60 percent of all master's degrees. They are earning 47 percent of all law

degrees and 48 percent of all medical degrees. Women are additionally earning

44 percent of master's degrees in business and management, including 37

percent of Masters in Business Administration. With women holding almost 52

percent of all professional-level jobs, it brings to question, why women are

substantially behind men when it comes to leadership positions? As stated

earlier but in more detail, statistics to consider when pondering this question

(Warner, 2014):

- Women are only 14.6 percent of executive officers, 8.1 percent of

  top earners, and 4.6 percent of Fortune 500 CEOs.

- Women hold only 16.9 percent of Fortune 500 board seats.

- Women account for 78.4 percent of the labor force in health care

  and social assistance but only 14.6 percent of executive officers

  and 12.4 percent of board directors. None, again, are CEOs.

- In the legal field, they are 45.4 percent of associates – but only 25

  percent of non-equity partners and 15 percent of equity partners.

These are only a few statistics that demonstrate the lack of women in leadership.

Further research in regards to long term effects of early mentoring on young

women will be key in the development of women's confidence and determination in pursuing leadership opportunities.

Another factor to consider in future research would be a quasi-experimental study which would look at a group of young women that participate in traditional mentoring relationships compared to those in a more structured mentoring relationship. The traditional mentoring relationship would be similar to that these young women participated in and the structured relationship would result in more depth training with the mentors. Such training would consist of providing monthly readings for both mentees and mentors and then providing guiding questions for them to discuss during meetings and a through training of expectations, proper coaching/mentoring, and benefits for both parties. By conducting such research and providing a pre and post assessment (3D Wisdom Scale) it will better facilitate the understanding of the connection between the mentoring relationships and personal construct development through the 3D Wisdom Scale dimensions.

<center>Programmatic Suggestions</center>

This study was conducted during the first inaugural year of the mentorship program. The year was a learning experience for all involved. The following suggestions reflect that experience and lessons learned. The primary suggestions to be considered are:

1- Providing adequate training to the mentors.

2- Providing monthly check-ins to both mentees and mentors.

3- Conduct pre and post assessment of the mentees.

Mentor Training

The suggestion that came up repeatedly by the mentors was a more thorough training to ensure mentors were coming in with a similar skill set. Although mentors stressed they felt comfortable in mentoring, a substantial amount of them stated this was their first experience in formally mentoring someone. Providing training to mentors on what is expected of them, effective ways to conduct mentee/mentor meetings, and other such beneficial topics should be considered for the future. At the beginning of the program two articles were given to the mentors in regards to mentoring. It was suggested that articles such as these should continue throughout the course of the year. Providing continuous resources to the mentors would allow them to develop and thus make a more rewarding experience for the mentee.

Monthly Check-ins

It was discussed that monthly check-ins would prove beneficial for both the mentees and the mentors. One mentee suggested that regardless of whether or not someone wanted to receive the monthly newsletter, they should receive it as part of the program. This mentee went on to further suggest that in the newsletter email to the mentees, they should be asked about their experience thus far. The idea behind this would be to give an opportunity to the mentees to discuss how they are feeling the program is benefiting them or if there are issues

with their mentor (for example, no connection or lack of meetings). Another

suggestion was that the mentors receive the monthly newsletter in order to be

abreast as to what the mentees are receiving. It was discussed that the

newsletter could be utilized as a discussion point for meetings. A monthly check-

in with the mentors would also allow for feedback on mentees; it would be easier

to identify when mentees, are detaching from the program and allow for

brainstorming to occur on how to draw them back in.

<u>Assessment</u>

Conducting a pre-assessment on the mentees will allow for the mentors to

have an idea of the young women they will be interacting with prior to their first

meeting. Such assessments should include the 3D Wisdom Scale developed by

Ardelt (2004). Determining their current development in the different dimensions,

allows for a more structured first meeting and focus for discussion throughout the

year. Conversely, a post-assessment utilizing the same tool would allow for a

better evaluation of the effectiveness of the program on the young women

participating.

Conclusion

The mentorship program took place over the course of an academic year

and proved that mentorship can have a direct impact on the leadership

capabilities of mentees involved when there is direct investment from their

mentor. Mentees discussed development in their self-awareness and leadership

opportunities when they had a mentor that encouraged, and stood behind them

taking risk, and stepping outside of their comfort zones.

Self-esteem and self-confidence was not only developed among mentees

but also within the mentors themselves. Having someone to validate ones

position whether as a student or a professional, and feeling fulfilled, was a key

component to ones development in this area. This increased self-confidence led

to the young women being willing to expand their involvement in leadership.

Leadership was self-defined by each mentee and ranged from a societal

definition of leadership to a personal definition. Leadership was not defined

simply as being a president of an organization, leadership was defined for the

majority of these women as being able to step up within their own social group.

One of the bigger realizations for these young women was the realization

of gender bias how to overcome these issues or effectively deal with them. The

mentees discussed realizing that women may experience more hurdles than

men, but they would further expand on the fact they do not feel they have to

make choices of this versus that (for example, family versus career). Having

strong and successful mentors provided these young women with examples of

what is possible as they strive for their professional potential. The majority of

these young women discussed wanting to be able to pass on this knowledge to

friends and younger students coming in behind them. This idea of redistributing

knowledge is necessary for women's continued advancement, and the fight for

equality in the workplace. Eleanor Roosevelt stated "I could not, at any age, be

content to take my place by the fireside and simply look on. Life was meant to be lived. Curiosity must be kept alive. One must never, for whatever reason, turn her back on life." These young women over the course of the year were able to realize their college experiences are defined by their involvement, which in turn can translate to their success later on in their professional careers.

APPENDIX A

INITIAL INTEREST SURVEY

WOMEN-4-WOMEN INTEREST SURVEY

I am **NOT** interested in the program

I am **NOT** interested in the program *but* willing to provide information later on my freshman year *(please fill out bottom portion)*

I am interested in the program and would like to be included in the following aspects *(please fill out bottom portion)*:

- o Group Mentoring- Friday's @ 3pm
  (first meeting October 4th)
- o Individual Mentoring
- o E-mentoring

_____

Student ID #: _____

Name: _____

Email: _____

Phone #: _____

Hometown (city & state): _____

Ethnicity/Race:
African American/Black
Caucasian/White
Asian
Hispanic
Middle Eastern
Native American
Multi-racial/Other

Current family household income (parents, yourself, etc) **per year:**
> $500,000
$250,000-$499,000
$100,000-$249,000
$50,000-$99,000
< $49,000

What generation college student are you:
    1st   2nd   3rd   4+   unsure

How involved were you with leadership in high school:
Highly   Somewhat   Mildly   Not at all

Have you ever had a female mentor besides a family member:
    3+   2   1   never

Developed by Christine Bender

APPENDIX B

3D WISDOM SCALE ASSESSMENT

This section asks you about your opinion and feelings. How strongly do you agree or disagree with the following statements? Please remember there are no right or wrong answers.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
1. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.					
2. I am annoyed by unhappy people who just feel sorry for themselves.					
3. Life is basically the same most of the time.					
4. People make too much of the feelings and sensitivity of animals.					
5. You can classify almost all people as either honest or crooked.					
6. I would feel much better if my present circumstances changed.					
7. There is only one right way to do anything.					
8. There are some people I know I would never like.					
9. It is better not to know too much about things that cannot be changed.					
10. Things often go wrong for me by no fault of my own.					
11. Ignorance is bliss.					

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
12. I can be comfortable with all kinds of people.					
13. A person either knows the answer to a question or he/she doesn't.					
14. It's not really my problem if others are in trouble and need help.					
15. People are either good or bad.					

How much are the following statements true of yourself?

	Definitely true of myself (1)	Mostly true of myself (2)	About half-way true (3)	Rarely true of myself (4)	Not true of myself (5)
1. I try to look at everybody's side of a disagreement before I make a decision.					
2. If I see people in need, I try to help them one way or another.					
3. When I'm upset at someone, I usually try to "put myself in his or her shoes" for a while.					
4. There are certain people whom I dislike so much that I am inwardly pleased when they are caught and punished for something they have done.					
5. I always try to look at all sides of a problem.					
6. Sometimes I feel a real compassion for everyone.					

	Definitely true of myself (1)	Mostly true of myself (2)	About half-way true (3)	Rarely true of myself (4)	Not true of myself (5)
7. I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something.					
8. When I look back on what has happened to me, I can't help feeling resentful.					
9. I often have not comforted another when he or she needed it.					
10. A problem has little attraction for me if I don't think it has a solution.					
11. I either get very angry or depressed if things go wrong.					
12. Sometimes I don't feel very sorry for other people when they are having problems.					
13. I often do not understand people's behavior.					
14. Sometimes I get so charged up emotionally that I am unable to consider many ways of dealing with my problems.					
15. Sometimes when people are talking to me, I find myself wishing that they would leave.					
16. I prefer just to let things happen rather than try to understand why they turned out that way.					

	Definitely true of myself (1)	Mostly true of myself (2)	About half-way true (3)	Rarely true of myself (4)	Not true of myself (5)
17. When I am confused by a problem, one of the first things I do is survey the situation and consider all the relevant pieces of information.					
18. I don't like to get involved in listening to another person's troubles.					
19. I am hesitant about making important decisions after thinking about them.					
20. Before criticizing somebody, I try to imagine how *I* would feel if I were in their place.					
21. I'm easily irritated by people who argue with me.					
22. When I look back on what's happened to me, I feel cheated.					
23. Simply knowing the answer rather than understanding the reasons for the answer to a problem is fine with me.					
24. I sometimes find it difficult to see things from another person's point of view.					

Ardelt, M. (2003). Empirical assessment of a three-dimensional wisdom scale.

Research on Aging, *25*(3), 275-324.

APPENDIX C

INTERVIEW QUESTIONS FOR MENTEES

Interview Questions: Mentees

1- How were you involved with the Women 4 Women mentorship program (1on1, group, email)?
2- Tell me about your experience in the Women 4 Women mentorship program?
3- What is leadership?
4- What qualities do you now recognize and/or value in a leader?
5- How has being involved in the Women 4 Women mentorship program impacted your view point in taking on leadership opportunities?
6- Tell me about the leadership opportunities you have taken on that may have been influenced by your development in the Women 4 Women mentorship program.
7- Can you discuss the change in your level of confidence when pursuing leadership opportunities?
8- What does a mentor look like to you?
9- Through your experience in Women 4 Women, do you believe it has provided you strategies for finding future mentors? If so, how?
10- How has the Women 4 Women mentorship program impacted your self-esteem and self-confidence?
11- Thinking back to your level of trust for women in the beginning of the year, how would you compare that to now?
12- Do you feel your involvement in the Women 4 Women mentorship program has impacted you in any other ways besides leadership?
13- What value do you believe you have got out of the Women 4 Women mentorship program.
14- What could have been done to give the program more value?
15- Is there anything you would like to add that I haven't touched on already?

Developed by Christine Bender

APPENDIX D

INTERVIEW QUESTIONS FOR MENTORS

Interview Questions: Mentors

1- Tell me about your experience in the Women 4 Women mentorship program as it came to mentoring?
2- What qualities do you now recognize and/or value in your mentee that you did not see at the beginning of this program?
3- How has being involved in the Women 4 Women mentorship program impacted your view point in mentoring young women?
4- Can you tell me about the leadership opportunities your mentee has taken on that may have been influenced by the Women 4 Women mentorship program?
5- Can you discuss the change in your mentees level of confidence in pursuing leadership opportunities?
6- What has being a mentor meant to you?
7- How have you seen a change in your mentees self-esteem and self-confidence?
8- What value do you believe you have got out of the Women 4 Women mentorship program.
9- What could have been done to give the program more value?
10- Is there anything you would like to add that I haven't touched on already?

Developed by Christine Bender

APPENDIX E

SAMPLE NEWSLETTER

W4W: WOMEN FOR WOMEN

Mentorship Program Newsletter

Welcome to the Women-For-Women Mentorship Program!

Our program mission is to empower female freshmen college students at California State University, San Bernardino (CSUSB) by embracing their leadership potential through mentor relationships with empowered and influential women. This is our inaugural year of this program and we believe that this program will assist in many positive ways to encourage and empower our young female student population.

I would like to thank all the menotrs for taking the opportunity to be an essential component of our program. Without your dedication to improving our campus community this program could not be possible.

Thank you for being part of this program!

Sincerely,

Christine Bender

Contact Information

Christine Bender
Associate Director of Residential Education
(909) 537-4158
cbender@csusb.edu

Evelyn Knox
Area Coordinator of Residential Education
(909) 537-5969
eknox@csusb.edu

Website
www.facebook.com/W4Women

Additional Resources

Women's Resource Center
(909) 537-7203
SMSU 220

Miss Representation Film
www.misspresentation.org

Did you know?

-Approx. 20% of news articles are about women, and many of these stories are of violence and victimhood.

-The U.S has the highest rates of teen pregnancy in the industrialized world-twice as high as the UK, four times as high as Germany, and eight times as high as Japan

-About 65% of American women and girls have an eating disorder

-Studies estimate that 13% to 25% of youth have some history of self-injury, such as cutting, and most studies show that cutting is more common with girls

-The number of cosmetic surgery procedures performed on youth 18 or younger has more than tripled from 1997-2008.

-25% of women are abused by a partner during their lifetime.

-One in six women are survivors of rape or attempted rape.

-15% of rape survivors are under the age of 12.

-Women make up 51% of the population and only 17% of Congress

-Women are merely 3% of Fortune 500 CEOs.

-Women comprise 7% of directors and 13% of film writers in the top 250 grossing films

Topic of the month: What is it like to be a woman?

Residential Life Graduate Intern, Aimee Salazar

Throughout our lives, women are faced with challenges of shrewd messages we receive through our parents, peers, media and society. These messages are filled with standards for ways in which we are expected to look, speak and act as women. In a society where media enforces these messages it causes women to change who they are and become a person everyone else wants them to be. This unnatural change creates a void of deep sadness. It creates a sense of longing for something more while fostering a lack of self-love and a sense of dissatisfaction of one's body.

We begin at a young age of defining what gender we are and what we should wear. I struggled with my body image throughout high school and into college. I engaged in a behavior that interfered with the way I lived my life and prohibited choices I otherwise would've made. What helped me deal with body image was having conversations with other women. By having these discussions about our insecurities and doubts we not only empower each other but we empower ourselves.

In addition to facing the struggle of body image, there is an under-representation of women positions of power in America. I constantly ask myself when will we "I" be treated as equals? Although there have been

numerous powerful female leaders who have paved the way to give our group power, we must remind ourselves that the burden that they carried is now ours to pick up.

Women have a long way to go to reach that level of equality however it's up to us to create a movement dedicated to raising women to men's political, economic, and social level. As a Latina woman, I believe it's important to be educated about women's rights and to have positive role models to encourage others to take on this cause.

Women have a long way to go to reach that level of equality however it's up to us to continue the movement dedicated to raising women to men's political, economic, and social level. As the first generation to graduate from college, I believe it's important to be educated about women's rights and to have positive role models to encourage others take on this cause. Therefore, when asked "What is it like to be a woman?" I state the following: Being a woman is a gift, being a woman is a challenge, but overall being a woman empowers me to succeed.

Sincerely,

Aimee Salazar

3 Reasons 'Feminism' Is Not A Dirty Word

By: Julie Zeilinger

I was not born a feminist. There was not a moment when the clouds parted and the ghosts of feminists past traveled to earth on a stream of ethereal light to welcome me into the club (I can't decide if that would be awesome or absolutely terrifying). Feminism was something I knew little about until I came across it at the end of my middle school career after doing research for a school project. Feminism clearly embodied all of the qualities I already valued -- it only made sense to me that I should embrace the label. And I'm glad I did. Being a part of the feminist community has totally transformed my life for the better.

Which is why I was so surprised to find that many people think of "feminism" as a dirty word. How could people oppose a movement that simply wants to make the world a better place? I wondered. Of course there's the pervasive negative stereotype (feminists as angry, hairy battleaxes, anyone?), the general lack of familiarity most teens (and, sadly, adults) have with the term... The list goes on. But none of those reasons were good enough. After a couple of years of writing for my blog, The FBomb, and reading and editing the submissions from young feminists from all over the world about their feminist beliefs, it became clear to me that I had to do something to show the world that feminism really is a beautiful thing that helps countless people every day. So, I wrote a book about it.

Here are a few reasons why I believe feminism is not a dirty word. For more reasons (and more random musings on the next generation of feminism) see my book, *A Little F'd Up: Why Feminism Is Not a Dirty Word.*

1) Feminism Is About Making The World A Better Place

Feminism is about equality. At its core, feminism is a movement based on the belief that all people -- no matter their gender, race, religion, sexual orientation, etc.--are equal, and deserve to live their lives free from discrimination. And yet so many times when I tell people this they look at me with the same level of doubt and disbelief as if I'd just stated that *The Hunger Games* is loosely based on my own life (despite the fact that should I somehow become the figurehead of a rebel movement in a post-apocalyptic society, I'd probably hide in a corner crying and hoarding chocolate rather than run the world, Katniss and I totally have a lot in common--but I digress). It's always been confusing to me how so many people can vilify a movement that really does have noble and positive goals. There may be feminist extremists, just as there are extremists in most organized groups, but the heart of this movement is the goal of allowing people to realize their full potential. How could anybody argue with that?

Julie is from Pepper Pike, Ohio. The 19-year-old is currently an undergraduate at Barnard College, Columbia University. Julie is the founder and editor of the FBomb (thefbomb.org) a feminist blog and community for teens and young adults who care about their rights and want to be heard.

Julie has been named one of the eight most influential bloggers under the age of 21 by Woman's Day magazine, one of More Magazine's "New Feminists You Need To Know," one of The Times' "40 Bloggers Who Really Count," and one of the Plain

Dealer's "Most Interesting People of 2011." She has contributed to the Huffington Post, Feminist.com, Skirt! magazine, and the Cleveland Jewish News, among other publications.

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(Continued)

2) Feminism Is Still Relevant (And Very Much Needed)

It seems that many people are under the impression that the need for feminism was buried right alongside Elizabeth Cady Stanton and Susan B. Anthony (the creators of the original girlmance, I'm just saying) and that Gloria Steinem and co. resolved any lingering issues in the '70s. And while that's a pretty little picture some people are painting, frankly, it's bullshit. Unfortunately, sexism is alive and well even if it may take a different form than concrete issues like being denied voting rights or limiting the ability of an unmarried woman to buy her own car (believe it or not, it was incredibly difficult for a woman to make any major purchase without her husband's permission until relatively recently).

For example, sexual harassment and street harassment are still alive and well today (see the organization Hollaback! for proof). I have yet to meet a young woman who hasn't been negatively impacted by the unattainable standards of beauty our society perpetuates, and our ridiculous value on women's beauty over intellect (see: the Kardashians; enough said). One of the main issues of the current presidential election is reproductive rights. There are still politicians out there (almost exclusively white men) who feel it is their right to limit, and even eradicate, a woman's right to choose what to do with her own body. In fact, there are even some who, in this day and age, feel it's appropriate to compare women to farm animals. How logical is it for somebody to make restrictive laws based on something that doesn't directly affect them, right?

But beyond our own backyard, think about women on a global level. Consider the fact that women make up 70 percent of the world's 1.3 billion poor and own only one percent of all land in developing countries. Consider that at least one out of every three women worldwide has been beaten, coerced into sex or otherwise abused in

her lifetime. Consider that there are an estimated 50 million girls "missing" in India due to female feticide and infanticide (a practice in which parents abort their female fetus or kill their female infant based on the sole fact that she is female in a culture that prefers males). And that's just grazing the surface. Consider that, and then get back to me on the issue of whether we still need to fight for women's rights.

3) Feminism Is Your Key To Surviving High School

Beyond the aforementioned serious and widespread issues feminism tries to combat, feminism can also be an essential key to surviving high school. It helped me. Ever wonder why girl-on-girl crime is so rampant in high schools? (If you don't know what I'm talking about, watch *Mean Girls*. Then watch it again, just because.) I believe it's a result of the immense pressure young women are put under and the competition they feel they must engage in to be the "best." Know a great solution to that? The confidence and community feminism promotes.

Ever feel like crap about the fact that if you hook up, you're a "slut," but if you don't, you're a "prude"? Feminism sees this dichotomy as a double standard that needs to end. Feminists believe that girls should be able to express themselves sexually (or not!) without feeling shame.

Every single girl I know has dealt with body image issues -- from the minor, like a particularly low-confidence day, to the major, like pervasive eating disorders. It seems like a lot of people recognize that this is problematic yet somewhat accept it as the status quo. Feminists refuse to settle for a cultural norm in which women are plagued to the point of mental and physical illness to reach a ridiculous, unattainable standard of beauty, and fight for real beauty, in every shape and size.

(Continued)

Once I identified as a feminist in high school, I gained insight into the reasons why I was dealing with these issues and found real solutions for how to handle them. I also gained confidence and an invaluable support system that confirmed I wasn't crazy for thinking there was something wrong. And I knew I couldn't just stand by and let these injustices continue just because nobody else was taking a stand.

For me, feminism is anything but a dirty word: Honestly, I don't know where I'd be right now without it.

Phenomenal Women

By: Maya Angelou

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms,
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Men themselves have wondered
What they see in me.
They try so much

But they can't touch
My inner mystery.
When I try to show them,
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing,
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
The palm of my hand,
The need for my care.
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

APPENDIX F

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Academic Affairs
Office of Academic Research • Institutional Review Board

May 08, 2014

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┌─────────────────────────┐
│        CSUSB            │
│    INSTITUTIONAL        │
│   REVIEW BOARD          │
│    Expedited Review     │
│      IRB# 13057         │
│        Status           │
│      APPROVED           │
└─────────────────────────┘
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Ms. Christine Bender and Prof. Pat Arlin
c/o: Prof. Pat Arlin
Department of Educational Psychology and Counseling
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ms. Bender and Prof. Arlin:

Your application to use human subjects, titled "Women-4-Women: Enhancing Leadership in First-Time Freshman through Mentorship" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. **Your application is approved for one year from May 08, 2014 through May 07, 2015. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.**

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years. Please notify the IRB Research Compliance Officer for any of the following:

1) **Submit a protocol change form if any changes (no matter how minor) are proposed in your research protocol for review and approval of the IRB before implemented in your research,**
2) **If any unanticipated/adverse events are experienced by subjects during your research,**
3) **To apply for renewal and continuing review of your protocol one month prior to the protocols end date,**
4) **When your project has ended by emailing the IRB Research Compliance Officer.**

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

Sharon S Ward, Ph.D.

Sharon Ward, Ph.D., Chair
Institutional Review Board

SW/mg

cc: Prof. Pat Arlin, Department of Educational Psychology and Counseling

909.537.7588 • fax: 909.537.7028 • http://irb.csusb.edu/
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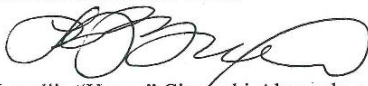
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APPENDIX G

LETTER OF APPROVAL FROM HOUSING DEPARTMENT/CAMPUS

TO: Dr. Sharon Ward, Chair
                    Institutional Review Board

FROM: Lovellie "Happy" Cimenski-Almogela
                    Director of Housing and Residential Life
                    Office of Housing and Residential Life

CC: Christine Bender

DATE: March 28, 2014

RE: Departmental Support for Research

Greetings! Christine Bender is our Associate Director of Residential Education and a current student in the Ed.D program in Educational Leadership. As part of the research for her program, she will be interviewing on-campus housing women as subjects.

The work for her program is in relation to what she would also fulfill in her job responsibilities as the Associate Director, in regards to program initiatives to assist and mentor women who live in on-campus housing.

If you have any questions, please feel free to contact me at x74160. Thank you!

909.537.4155 · fax: 909.473.7812 · http://housing.csusb.edu
6000 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2308

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APPENDIX H

LETTER OF APPROVAL: 3D WISDOM SCALE ASSESSMENT

RE: Permission to use Wisdom Scale

Ardelt,Monika [ardelt@ufl.edu]
Sent: Thursday, October 24, 2013 1:31 PM
To: Christine Bender

Dear Christine,

The Three-Dimensional Wisdom Scale (3D-WS), including instructions for using and scoring the scale, can be downloaded here (█████████████████████████████████), and the article that describes its development can be downloaded here (████████████████████ ████████████████████). Please do not change the number of items in the scales to preserve the 3D-WS' validity and reliability. Other articles can be downloaded from my web page below. Please let me know if you have any questions, and please keep me informed about your research that uses the 3D-WS.

All the best,
Monika Ardelt

Monika Ardelt, Ph.D.
Associate Professor of Sociology
University of Florida
P.O. Box 117330
Gainesville, FL 32611-7330

Phone: 352-392-0265 ext. 247
Fax: 352-392-6568
Web Page: http://web.clas.ufl.edu/users/ardelt/

From: Christine Bender [mailto:cbender@csusb.edu]
Sent: Wednesday, October 23, 2013 10:19 PM
To: Ardelt,Monika
Subject: Permission to use Wisdom Scale

Hi Dr Adelt,

My name is Christine Bender and I am a current doctoral student at California State University, San Bernardino. My research is focusing on the mentoring of first-time female freshmen in order to enhance their leadership skills and access to opportunities. The hope, through this research, is that the mentorship of these first-time freshman will lead to them taking on leadership opportunities earlier on in their college careers in order to prepare them for life after college and future careers.

As I have been researching I ran across your work and the use of the Wisdom Scale. I would like to utilize your Wisdom Scale in order to gage the development and growth of these women over the course of the year in the mentorship program. I am hoping I can be granted permission to utilize your scale in my study. Additionally, If granted permission, I was wondering if I was to reduce the number of questions used would it lower the validity and reliability of the instrument?

Lastly, (I know lots of questions but your work truly intrigues me) do you have any current published work that I could be referred to?

APPENDIX I

INFORMED CONSENT

	Informed Consent Form for Social Science Research
	California State University, San Bernardino

Title of Project:W4W: Enhancing Leadership For First-Time Female Freshman Through Mentorship

Principal Investigator: Christine Bender, Graduate Student
6000 University Pkwy
San Bernardino, CA 92407
(909)537-5247; cbender@csusb.edu

Advisor: Dr. Patricia Arlin
5500 University Pkwy
San Bernardino, CA 92407
(909)537-5611; parlin@csusb.edu

1. **Purpose of the Study:** The purpose of this research study is to explore the impact that mentorship has on first-time female freshman in regards to leadership.

2. **Procedures to be followed:** You will be asked to complete a 39 question survey. A follow-up 15 question individual interview will be conducted at your convenience.

3. **Discomforts and Risks:** There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort; please note you may skip any question which you do not wish to answer.

4. **Benefits:** You might learn more about yourself by participating in this study. You might have a better understanding of how important leadership and mentorship can be for you as you further your college and professional career. You might realize that others have had similar experiences as you have (if participating in the group mentorship program).

5. **Duration:** It will take about 15-20 minutes to complete the survey. Individual interviews will take approximately 45 minutes to an hour.

6. **Statement of Confidentiality:** Your participation in this research is confidential. The data will be stored and secured on my personal computer and in a password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. Additionally, information will be stored in the doctoral program office computer; all data will be disposed of after a three year period.
        Please check box if you give permission to have your individual interview recorded (voice only) for transcription purposes only.

7. **Right to Ask Questions:** Please contact Christine Bender at (909) 537-5247 or Dr. Patricia Arlin at (909) 537-5611 with questions, complaints or concerns about this research.

8. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

You must be 18 years of age or older to take part in this research study. If you agree to take part in this research study and the information outlined above, please sign your name and indicate the date below.

You will be given a copy of this consent form for your records. Additionally, a summary of study results will be available upon request.

_____   _____
Participant Signature   Date

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