12-2021

UNDERSTANDING MENTORING RELATIONSHIPS AND CAREER ADVANCEMENT IN HIGHER EDUCATION

Nelky Rodriguez

UNDERSTANDING MENTORING RELATIONSHIPS AND CAREER ADVANCEMENT

IN HIGHER EDUCATION

_____

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

Nelky Rodriguez

December 2021

UNDERSTANDING MENTORING RELATIONSHIPS AND CAREER ADVANCEMENT

IN HIGHER EDUCATION

_____

A Dissertation

Presented to the

Faculty of

California State University,

San Bernardino

_____

by

Nelky Rodriguez

December 2021

Approved by:

Mick Verdi, Committee Chair, Education

Jay Fiene, Committee Member

Bonnie Pillar, Committee Member

ABSTRACT

The development of administrators, faculty, and staff within higher education presumes an apprenticeship between an experienced individual (supervisor, tenured faculty, or friend within the field) and the employee (Reybold, 2003). Understanding the path to career advancement within higher education can assist in personal career aspirations (Rhoads & Tierney, 1993). However, many institutions do not recognize the need for a mentor as necessary for developing a person's career. A professional roadmap to advancement within higher education usually consists of policies and procedures and social and cultural norms, yet without guidance, these can be difficult to master on one's own. Studies have found that with assistance, professional growth based on mentoring practices and adaptation has equaled success (Kram, 1989). Traditionally a career path is a method by which an employee can develop and progress in an organization, yet many professionals have been unable to rely on a clear career path within their organization (Clark, 2018). Guidance on how to move forward is often minimal because organizations are unsure (Clark, 2018). New academics are forced to take a detective-like approach, investigating and vetting opportunities. Mentoring is a significant contributing factor in skill development, psychosocial or social-emotional support, and career advance and success (Haggard, Dougherty, Turban, & Wilbanks, 2011; Jacobi, 1991; Kram, 1985; Packard, 2016). However, there is insufficient

familiarity with the use of mentoring as a vital tool for career advancement within academia. This study was developed to understand how mentoring relationships cultivate a path of career advancement for those employed within academia. Through transformational qualitative models, this study will discover what elements of mentoring served the mentee and the mentor within academia that have led to career advancement. The study will also include each participant's perspective on how their mentoring relationship progressed; examine basic issues such as navigating social and cultural networking, university policies and procedures, and the purpose of mentorship and the results of being mentored; and examine a number of circumstances in which the growing leadership roles within higher education, such as recognition of the contributions of the life experiences of adult learners and their individual learning needs, are seen in conflict with established patterns of traditional training platforms.

ACKNOWLEDGEMENTS

I need to acknowledge and express my sincere appreciation to my family, especially my husband, O'Neill A. Ramirez Guzman. He cheerfully endured the roller coaster of emotions through this process with love and patience. You are my biggest cheerleader and my rock. I would like to express gratitude to my sister, Wydette Rodriguez- Morales, for your continuous love and support during these past few years; nagging me to finish writing this dissertation.

I also want to acknowledge my two mentors, Ms. Patricia Pendergraph and Ms. Arnise "Erica" DeJohnette. You both saw something in me that I could not see for myself. You even predicted that I one day would be a doctor (even though I did not understand what you meant by it). Your dedication molded me into the successful leader/professional I am today. Your consistent encouragement and guidance paved the pathway to this study's research topic.

I am extremely grateful to my committee, Dr. Mick Verdi, Dr. Jay Fiene, and Dr. Bonnie Pillar. You reassurance, patience, and guidance is what kept me going. You believed in me when I doubted myself, prayed for and with me, and assured me that no matter what barriers came my way, you would be by my side. Thank you those in Cohort 10, who supported me and inspired me through the program. I am humbled for the friendships we have created.

Finally, thank you to the School of Religion at Loma Linda University, especially Dr. Leo Ranzolin and Dr. Jon Paulin. You saw great things in me so

much so that you encouraged me to pursue this degree and supported me

through the process.

DEDICATION

To Antonia "Mita" Rodriguez and in memory of Betsy Torres

"No one can ever take away your education".

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE:

INTRODUCTION

Statement of the Problem

The development of administrators and staff within higher education

presumes an apprenticeship between an experienced individual (supervisor or

friend within field) and the employee (Reybold, 2003). A professional roadmap to

advancement within higher education usually consists of policies and procedures

and social and cultural norms, yet without guidance these can be difficult to

master on one's own. Studies have found that with assistance, professional

growth based on mentoring practices and adaptation has equaled success

(Kram, 1989). Understanding the path to career advancement within higher

education can assist in personal career aspirations (Rhoads & Tierney, 1993).

However, many institutions do not recognize the need for a mentor as necessary

for developing a person's career.

Traditionally a career path is a method by which an employee can develop

and progress in an organization, yet many professionals have been unable to

rely on a clear career path within their organization (Clark, 2018). Guidance on

how to move forward is often minimal, because organizations are unsure (Clark,

2018). One way to provide such a path is through mentorship. New employees

are forced to take a detective like approach, investigating and vetting opportunities. Mentoring is a significant contributing factor in skill development, psychosocial or social emotional support, and career advance and success (Haggard, Dougherty, Turban, & Wilbanks, 2011; Jacobi, 1991; Kram, 1985; Packard, 2016). However, there is insufficient familiarity on the use of mentoring as a vital tool for career advancement within academia.

Purpose of the Study,

This study was developed to understand how mentoring relationships can cultivate a path of career advancement for those employed within higher education. Through transformational qualitative models, this study will discover what elements of mentoring served the mentee and the mentor within higher education that have led to career advancement. The study will also include each participant's perspective on how their mentoring relationship progressed; examine basic issues such as navigating social and cultural networking, university policies and procedures, and the purpose of mentorship and the results of being mentored; and examine a number of circumstances in which the growing leadership roles within higher education, such as recognition of the contributions of the life experiences of adult learners and their individual learning needs, are seen in conflict with established patterns of traditional training platforms. One hopes to understand possible intricate and realistic perspectives

of mentoring that delineate benefits and illustrate forms of developmental relationships (Kram, 1988). Narratives presented are to assist with analyzing the facts and identifying issues found in the mentoring relationships while striving for career advancement (Laughlin & Moore, 2012).

Research Question and Hypotheses

<u>Development of the Research Question</u>

Greenhaus and Callanan (2006) stated that "Mentoring relationships are thought to be a critical career development activity". The power of mentoring relationships has been widely discussed beyond academic literature. Such as in Rockquemore's 2011 study, the feedback from new employees within higher education regarding, "navigating through the challenges one would face during a particular state of their career within higher education" (p.11) was non-existent once a mentor relationship was cultivated. It established a horizontal mentoring collaboration which one felt comfortable asking questions, setting goals and being open to feedback (VanHaitsma and Cesaro, 2017).

Understanding one's focus and passion within higher education, provides a clearer roadmap to where one is suited to be. If one has been exposed in different areas within higher education; finance, the Provost's office, admissions, recruitment, registrar's office, or in student development this diverse blend of experience does not promise a pathway towards career advancement. Seeking

mentorship in a specific area in higher education could assist with using one's

multi- faceted experience in the targeted area in which they enjoy. The mentor

would provide a focused pathway towards the area desired by providing a

roadmap through the organizations ladder. With a scenario such as this, the

research assumes that mentoring is the foundation of career advancement

regardless of what area one is in within higher education.

Research Question

The central question addressed in this study is, "What role does mentoring

play in assisting in career advancement in academia?"

Sub-questions formulated to narrow the focus as follows:

What components of mentoring relationships serve employees within

academia in career advancement?

Significance of the Study

There has been extensive research into the positive impacts of mentorship

to youthful leaders within a professional setting (Dugan & Komives, 2010; Martin

& Sifers, 2012). One should train one's self on the organizational culture, policies

and procedures, as well as understanding the politics of the organization (Berlew

& Hall, 1966, Hall, 1976; Schein & Van Maanen, 1977; Webber, 1976).

Individuals are likely to seek mentors within their employment that could provide

them opportunities for assistance in defusing dilemmas faced throughout their

career. In a 1985 methodological study, Kram paired eighteen junior and senior

managers in different phases of their career but involved in an employment

mentoring relationship. Each individual was interviewed regarding the current

development and significance of the mentoring relationship for each of the

managers. The junior manager's age ranged from 26-34 and had been

employed within the organization for an average of 9.2 years. Whereas the

senior managers were ranged in age from 39-63, with an average employment

within the organization of 23 years. The emergent theory showed that a mentor

relationship enhanced the "career and psychological development of both

participants through career functions; coaching, protection, exposure and

visibility, and challenging work tasks" (Kram, 1985).

Mentoring Functions

Career Functions[a]	Psychosocial Functions[b]
Sponsorship	Role modeling
Exposure-and-visibility	Acceptance-and-confirmation
Coaching	Counseling
Protection	Friendship
Challenging assignments	

[a]Career functions are those aspects of the relationship that primarily enhance career advancement.

[b]Psychosocial functions are those aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness in the managerial role.

Figure 1. Mentoring Functions (Kram, 1983)

It would be rewarding to investigate the forms of mentoring relationships of employees within higher education that have successive career stages to illuminate one's curiosity and test a theory of correlation, by:

Identifying relationships of mentored higher education employees who have a clear understanding of the nature of their career advancement.

Assumptions

The researcher assumes that being a good mentor involves acknowledging that the mentee is present; where they stand in his/her life discernment process, admitting to impermanence of all things (Laughlin & Moore, 2012) The researcher is also under the assumption that the mentor guides the mentee to realize where they stand within their personal life and career. Mentors are those who help the mentee transition within each step of development (Laughlin & Moore, 2012). Operating under these assumptions, those within higher education advanced within academia due to their mentoring relationship. One assumes that mentoring relationships within higher education has provided a clear path for an individual to grow on the path to success.

Definitions of Key Terms

For the purpose of this study, the researcher will rely on the indicated definitions when referring to specific terms within the literature review.

Advancement is a promotion of an employee's rank or position in an organizational hierarchy system. Promotion may be an employee's reward for good performance. A promotion can involve advancement in terms of designation, salary and benefits, and in some organizations, the type of job activities may change a great deal (Adam, Boakye, Ashie, Bawah, & Pobbi, 2016).

A leader is one, more people, who select, equip, train, and influence one, or more follower who have diverse fits, abilities, and skills. The leader focuses the follower(s) on the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives (Winston & Patterson, 2002).

Mentoring is the relationship in which a more experienced or knowledgeable individual helps guide a less experienced or less knowledgeable individual (Oxnard Dictionary).

For this study**, Mentorship** is an educational process focused on teaching and learning within higher education. It aligns with human performance and

institutional reform with specific concerns in career readiness and leadership (Bozman, 2018).

Functional Mentoring- When a mentor is chosen with a specific skill to match the needs of the mentee for the project. The project is tangible outcome for the mentee and provides a benefit for the institution Thorndyke, L., Gusic, M., Milner, R. (2008).

Horizontal Mentoring- Offering help, guidance, and training that is carried out (VanHaitsma & Ceraso, 2017).

Hierarchical Mentoring- between peers, as opposed to a more and less experience mentor and mentee (VanHaitsma & Ceraso, 2017).

Peer coaching- Far more formal than mentoring. There are formal agreements around meetings, confidentiality, and processes are established. It has an expansive end goal. It helps the learner improve their practice. It is structured and has anchored goals (Aguilar, 2017).

Technical Mentoring- The process of guiding an individual towards a technical outcome in their work, through leveraging the mentor's experience in problem solving. (Retrieved on July 29, 2019 from http://www.coombescapability.com.au/index.php?option=com_content&view=article&id=5:technical-mentoring-vs-mentoring-vs-coaching&catid=12&Itemid=161

Summary

This research is aimed at determining whether a mentorship relationship can produce successful promotion within academia. Chapter two (2) illustrates the importance of mentorship and demonstrates a road map for career advancement for administrators and administrative support staff. The research seeks to learn what elements of mentoring aided employees to travel through their own career path successfully (Olmstead, 1993). The literature pertinent to the research question examines the historical perspective of mentoring, social and cultural norms within academia that influence career advancement, and components of mentorship relationships within career advancement. An established conceptual framework for mentoring adds a component to career advancement. The framework also analyzes transformational theory through critical reflection to address the anagogical principle of the experience. Chapter three details the research method used in this project. A qualitative descriptive research method was used with selected mentoring partnerships examining their mentoring practices within higher education. One-on-one in-depth interviews were used to explore the elements of the relationship between the pairs. This chapter gives details on the research subjects, how the research was carried out, the data collected, and how the data was analyzed. Chapter four reports the results of the research. Each paired mentorship was treated separately, and the findings were analyzed accordingly. All data will be triangulated, compared, and discussed. Chapter 5 tells the story that emerged from the data. Mentoring

practices and the relationships will be discussed in order to offer suggestions for

mentoring. Recommendations for further research will be provided.

CHAPTER TWO:

LITERATURE REVIEW

Introduction

It is hard enough to get your foot in the door within higher education, but once there, how do you advance in your career? Just like many organizations, college and universities have their own nuances that professionals navigate. Administrators in public and private universities face the challenge of promotion. This chapter will review practices related to mentorship linked to a positive impact on career advancement. The chapter begins by stating the problem then develops a historical perspective of mentoring and career advancement. Major issues and controversies around career advancement and mentoring are followed by roadblocks for career advancement. The literature review then discusses various paths administrators can take to advance their career. Networking, as one major path, is considered first. The discussion than moves to the different types of mentoring and its role in academic career advancement. All of this led to an in-depth look at mentoring for career advancement which is the centerpiece of this research study.

Problem Statement

Career advancement in higher education is sometimes purposefully created, often times it is unstructured for administration. In an unstructured environment,

the employee may wander aimlessly in an attempt to reach promotion. This muddled pathway exists at a time when higher education is in need of prepared administrators ready to take on full responsibility at the advanced levels of academia. Constant modifications within institutional priorities and social, political and economic changes, have provoked universities to redefine the roles and functions of administrative support (Gizir, 2014). Those in academia have focused on career choices to identify the dominant careers such as coordinators, directors, and deans regarding their academic status and /or administrative position within their organization (Gizir, 2014).

The Various Relationships That Occur Within Mentors Models

Mentoring models outline the various relationships that occur during mentoring. According to Shapiro, Haseltine, and Rowem (1978), mentorship is the single most important relationship in the psychosocial development process. It influences both commitment and self-concept. Its hierarchical nature differentiates between mentor and protégé (Shapiro, Haseltine, and Rowem 1978). Mentoring relationships per Levinson (1978) enable youth to successfully enter adult work and simultaneously assists in career growth that establishes separate identities. Such relationships greatly impact how individuals experience any particular form of mentoring (Mullen, 2005). Kram & Isabella (1985) stated that "mentoring has further delineated specific development functions provided by relationships. By providing career enhancing functions, the mentee will establish a role within the organization, learning the ropes, and prepare for

advancement (p. 85). The blending of mentoring and coaching ideologies are often practiced while training the mentee (Gottesman, 2000).

Kram & Isabella's (1985) exploratory study, held in a large northeastern manufacturing company, examined the nature of supportive peer relationships in the early, middle, and late career stages and was conducted by members of human resources. Of the two criteria (participant's ages and tenure within the organization) the research selected individuals with whom to have discussions of supportive relationships and encouraged nurturing the relationship to build a special bond. Based on the career stage of the individuals, the three types of peer relationships (early, middle, and late career stages) varied based on the developmental tasks that each person brought to the relationship (Kram & Isabella, 1985). In this research peer relationships were characterized with hierarchical technical mentoring. Meaning the "mentor is viewed to have more wisdom and experience and is described as the model and career guide" (Kram & Isabella, 1985). The study indicates that mentoring and peer relationships had various similarities: the potential to support development at successive career stages and career enhancement. The delineated continuum of peer relationships found within the study suggests implications for the exploratory research. The study focused on peer relationships within informal, collegial, and special peer support within successive career stages. The relationships tend to involve mutuality, but if combined with other types of relationships, the potential of meeting the needs involve greater reciprocity (Kram & Isabella, 1985).

Major Issues and Controversies around Career Advancement and Mentoring

To understand issues affecting career advancement in higher education, one needs to understand the historical context. Kerr (1994) attempts to explain why career advancement and promotion is complex within academia. With societal expectations of superior merit and qualification the issue of performance is there but not clearly defined. Contradictions and conflicts of higher education are due to its inescapable history. Following its own logic, higher education has developed its own faculties. The changing contexts of external society has moved from serving royalty, upper classes, ancient professions, and the church toward serving all individuals in a more modern democratic society based on new knowledge and higher skills (Kerr, 1994).

> The impact of nation-state but also of the internationalization of communications and competition: the involvement in one of society's eternal central issues- the comparative emphases on merit and on quality, and the related adaptations to the new world of mass and universal access to higher education imposed by society; the debate over communitarian ethics versus individual self-interest, intensified currency by the rise of new academic culture; and the roles that society insists be performed, and/or allows to be performed (Kerr , 1994 p. 38).

Another issue impacting career advancement occurred in the U.S. after World War II. With the need for more skilled workers, higher education

emphasized schools of business administration, education in comparative

religions, training in languages (primarily in English), and all forms of

mathematics to advance equality and create employment opportunities for its

youth. Forced into a complex institutional culture, inexperienced employees

relied on subjective experience and personal integrity to make critical decisions.

The risk of flawed reasoning and decision making of entry level administrators

and/or staff, per Reybold, showed most participants could not identify with

publication guidelines, but instead used their reasoning. (Reybold, 2003).

Recently, new administrators and/or staff emerged from graduate

programs and found employment within their fields of expertise. They used their

graduate experiences to initiate a fundamental perspective of the profession that

defined their understanding of the responsibilities (Boice, 1991). The obligation of

the professional socialization, per Tierney and Roads (1993), is described as "a

linear progression from anticipatory socialization to organizational socialization"

(p.23). Through a longitudinal qualitative investigation, Boice (1991) interviewed

30 participants from 14 institutions through a conference attendance. Boice,

through this work, began to identify the various pathways to career advancement.

Discussed were the avenues of networking and assistantships. Using network

sampling, he interviewed graduate students who relied on their former professors

for advice when accepting employment within higher education. While others

relied on archival data, website resources, and program materials (Boice, 1991).

Outside of specific fields such as education leadership or postsecondary leadership programs, there are a few programs or disciplines that focus on leadership and administrative progression. Beyond the guided learning that occurs through assistantships, training for administrative roles remain happenstance (Reybold, 2003). The numerous challenges professionals and administrators in universities face towards the path to advancement is not easy. Reybold found that personal experiences within the workplace correspond to an individual's source of meaningfulness. Therefore, if the experience is negative, the "disillusioning process evolves along a continuum of expectation and disappointment, resulting in differential thresholds of dissatisfaction" (Reybold, 2005) and the employee progression is halted.

A second group of authors investigated the impact of the professional role on productivity and values (Clark and Corcoran, 1982; Parsons and Platt, 1973; Trow, 1977) with the key assumption that scholarly productivity is more malleable during periods of faculty lives and that socialization has had lasting effects on their careers (Pheffer, 1983). Shifts in administration lead to modernized institutional changes and pervasive impact on those working towards professional advancement (Lawrence & Blackburn, 1985). In 1976, University of Michigan's Center for Research on Learning and Teaching (CRLT) interviewed administrators to share their current and past experiences on various aspects of their careers. The string of themes found were: changes in distribution of workload, merit decisions, and special interest groups (Blackburn & Lawrence,

1985). These shifts in professional activities and assignments into areas outside of the administrator's expertise clouded the pathway to career advancement (Reference to University of Michigan study).

Road Blocks for Career Advancement

Similarly academic careers develop over time. In most occupations, individual's transition to other positions based on making decisions and choices on how they would prefer to spend their professional time. These decisions require information to make informed judgments. Yet, this may not lead to the best decision. Career advice from others based on their expertise can provide a context for decision making.

Literature has shown significant gains in career attainment due to career advice in many sectors of the labor market (Bain & Cummings, 2000). In a 2000 study, Bain and Cummings found in ten university systems that one of every ten administrators were made up of senior managers. Bain and Cummings found that those administrators were delayed from reaching the top due to cultural and economic factors. "Certain employment sectors and organizations are more open to advancement than others" (Bain & Cummings, 2000) (such as a hierarchy of positions or a gendered division of labor), as well as a culture (a 'way of life')' (Acker, 2012: 412), which historically favors males. In most societies, top positions in organizational hierarchies are occupied by males who often act as 'gatekeepers' to career advancement (Aiston, 2014).

17

Gasser and Shaffer's (2014) grounded theory research pertained to gender inequalities around career advancement within academia. Shared experiences of female administers before, during, and after their employment in academia demonstrated how career guidance assisted in navigating to promotions that otherwise were difficult to maneuver.   Gasser and Shaffer (2014) divided variables in underlying women academicians' career process into three core categories: career development, influences, and outcomes (also known as the pipeline). The variables underlying the career processes, per Gasser and Shaffer (2014) grounded theory, using the core categories (career aspirations, career expectations, career decision-making coping, and career self –efficacy) show career adaptability, availability of resources and opportunities, as well as, social class and socioeconomic status as influencers in developing a career within higher education. Whereas, forty percent of employees reported socialization themes (departmental climate, institutional housekeeping and service- oriented activities) as hurdles within their path to career advancement (Gasser and Shaffer, 2014).

King (1989) defined career adaptability as making positive resourceful career choices in difficult situations. With career adaptability, one is capable of making logistical problem-solving decisions, having emotional intelligence, and intellectual abilities. Related to the same concept as described by King, Gasser and Shaffer found that as many as 40% of employees demonstrated career adaptability but were overlooked for promotion because many departments fail to

commit the time and support to assist the employee in career development (Gasser and Shaffer, 2014).

When studying promotion routines and rituals, Gasser and Shaffer (2014) reported some departments directed the employee to the organization's policy and procedure book without guidance to "figure out" what resources are available. With exposure to the organizational procedures, one has a greater understanding of the traditional methods to receive a promotion, yet variables such as leadership, human resources, and departmental/organizational finances can halt the traditional process toward promotion.

While Gasser and Shaffer, discuss use of policies and procedures, Jones (1986) brings into the equation the element of networking. When career adaptability and organizational due process fail, Jones suggests capitalizing on opportunities to network. Using one's professional and personal contacts provides beneficial advancement. Connecting with others at a personal level yields ideas for "solving shared problems and can also provide personal support regarding concerns (p.118)" (Jones, 1986). Employees broaden existing relationships that establish a foundation for recommendations for promotional opportunities.

Jones (1986) study looked at mentoring in higher education as a means to developing future talent. More specifically, the question of mentoring and career advancement guided the investigation.   There has been limited research

whether mentorship is a factor in career advancement. Woodd concluded there was a lack of understanding of the mentoring shift from reflection to development (Woodd, 1997).

Organizations are recognizing the benefits associated with mentoring relationships within higher education (Martin & Sifers, 2012). Park and Jones (2010) validated the effectiveness of mentoring including increased self-esteem at work (Koberg,, Boss, & Goodman, 1998), increased job satisfaction, decreased work alienation (Koberg, Boss, Chappell, & Ringer, 1994), effective socialization, promotions, career mobility, and advancement, (Dreher &Ash, 1990; Dreher & Cox, 1996) that have led to improving retention (Koberg et al., 1998). The methodology for this study used past research conducted on mentoring and its relation to career advancement within higher education. It reviewed and evaluated major theories explaining the path to career advancement, types of mentoring and roles, as well as outcomes of mentoring to career advancement.

The benefits of professional mentorship are largely invisible to the people embedded in them (O'Reilly 1991), yet professional mentorship may provide key benefits for careers within higher education. The wide array of the types of professional advancement include employment opportunities (Brass, Galaskiewicz, Greve, and Tsai, 2004; Ibarra and Deshpande 2004), power and influence (Brass et al. 2004; Ibarra and Deshpande, 2004), higher salary (Seibert

et al. 2001), and cognitive flexibility in thinking about one's career (Higgins 2001). Administrators can take various paths to advance their careers in hopes of promotion. Networking is one major avenue considered. Additionally, it is not unusual for those seeking promotion to be directed to review policies and procedures that address promotion.

Institutional Policies and Procedures in Institutional Documentation

Social and cultural factors have a strong impact on administrators and staff experiences in higher education, from their initial arrival to their position to their decision on whether or not to pursue advancement (Lee & Rice, 2007). In higher education systems, university employees are in constant competition to move forward within their career. Recruitment and advancement take place by means of relatively rigid procedures, frequently regulated by a central bureaucracy (Abramo, D'Angelo, & Rosati, 2015). Public and private universities have a complex and thorough review procedure to maintain and build their employees. In a California State University system, the review process is designed to ensure that an individual is judged by his or her supervisor in accordance with fair procedures solely based on professional qualifications in matters of promotion and salary increases (CSU handbook). Personnel advancement and promotion within the University of California system similarly is reached through administrative review. A strong contribution to personnel's decision, is "directly formulated objectively and professionalism with which they render their review and reach their recommendations" (UC system handbook)

The path for promotion and/or advancement within other areas of employment for non-faculty within higher education varies according to the nature of the work and designation within an organization. Academic staff manages their institution's mission to offer a high quality learning experience (Rowley, 1996). Motivation is crucial to establish staff interest in their professional growth and keeping enthusiasm alive. Most academic staff are appointed to a single salary scale determined by their qualifications and experience (Rowley, 1996). Progression through the salary scale is by annual increments and may obtain additional compensation due to special achievements (Rowley, 1996).

Achieving additional compensation, as a form of promotion, a southern California Inland Empire's private university, reviews the qualified staff credentials, but verifies (based on the employee's references) if the candidate also meets the organization's objectives by supporting the mission and if they possess the professional and technical skills. Based on the qualifications, the final decision is made the supervisor and/or department head (LLU employee handbook).

The varying organizational structures differ from higher education institution to institution. The line management of academic staff heads each department, determining the level of effective motivational impact. In Rowley's 1996 study, 15-20 academic staff were grouped within 30-50 departments. Within

both groups, the span of control was wide, yet certainly a challenge for the "line management to maintain effective motivation via personal interaction with all staff." The environment had a strong developed culture, yet the strategies of developmental growth were only a part of the process. For financial performance related pay and promotion were controlled by the individual head of department and the institutional norms. If the opportunity arose for career advancement, the individual managers would encourage staff to apply. Yet many of the academic staff indicated that they did not feel needed, could not contribute to the position, and/or felt unappreciated and not acknowledged. Participants who did not feel recognized had no further career aspirations (Rowley, 1996).

Schaffhauser (2013) surveyed 600 academic support staff from 2013-2017, and found 61% of participants complained of the lack of guidance provided within their academic department. Schaffhauser indicated that higher education is low in appealing to support staff due to the perceived inflexible and outdated practices. Moreover, academic staff address those perceived deficiencies in ways that run counter to those from their tenured colleagues. They can be brash, and ignore long-established institutional hierarchies while making their opinions known; such as voicing policy and procedural concerns when their boss's boss is present (Wicks,2017). These staff expect to have clearly defined roles and responsibilities and want to know what the rules are and follow them. Working for an institution with vague policies, but expectations of the staff to produce, may create a disconnect (Kelly, 2009).

There are a number of strategies to address the aforementioned barriers and challenges. Clear communication on institutional practices and clarification on why things are done a certain way are two of these strategies. Jim Clifton, chairman and CEO of Gallup (2016), wrote that higher education employee's desire coaches and mentors, who are inclusive and invested in their professional growth. As higher education moves towards recruiting more qualified academic staff, there needs to be a stronger type of quality assurance that focuses on quality enhancement, motivation, and staff encouragement. Recognizing career aspiration reassures that existing skills are still valued in education's ever-changing environment. Yet, the increased need for mentoring is advantageous for those seeking career advancement.

<u>Understanding Mentoring Relationships</u>

The last path to career advancement that is presented in this literature review is mentoring relationships. The studies reviewed here point to the importance of this pathway for consideration by those seeking career advancement especially with/out psychosocial functions. Merriam (1983) addressees' mentorship in skill building and knowledge acquisition, in and outside of education. Darwin (2000) describes mentorship within the context of instructional supervision and professional development as technical mentoring and/or functionalist mentoring. Functional mentoring, a mentor is chosen with the specific skills to match the needs of the mentee (Thorndyke, Gusic, Milner, (2008). The effectiveness of functionalist mentoring circumvents societal,

24

cultural, and political surroundings providing various dimensions of career

endorsement within academia (Tyler, 1949).
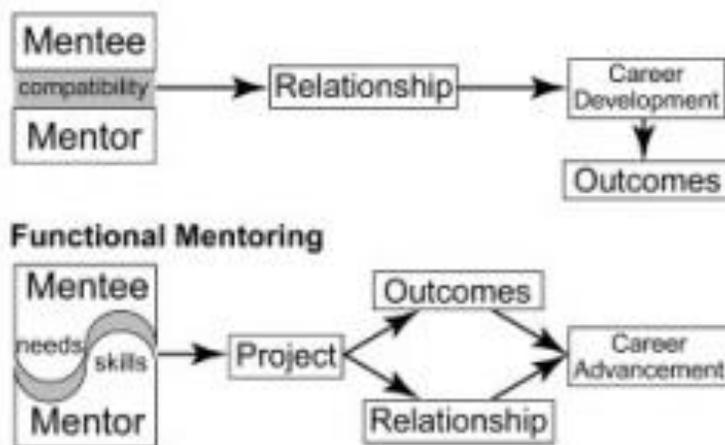
Figure 2. Comparison of Traditional and Functional Mentoring. (Mullen, 2015)

Technical mentoring is practiced most often in higher education. It is the

process of guiding an individual towards a technical outcome in their work,

through leveraging the mentor's experience by transferring problem solving

capability to accelerate the individual's capacity to deal with the complexity of

their role. It is an umbrella term expressed in various forms. It reflects the

socialization process within value structures of positivism. It promotes technical

approaches to mentoring which discourages the importance of context and

transformation. It is a learner centered mentoring paradigm where the Mentor-

mentee relationship is grounded in shared discovery and learning. It is also a

mentor driven paradigm with an authoritarian relationship that assumes a one-way knowledge conduit (Mullen, 2005).

Another way the literature discusses mentoring is through what is called peer coaching. Through a peer coaching model, Mullen (2005) describes training rituals for staff development where it encourages individuals to create their own meaning as facilitators. The process of turning the department into a productive learning environment consists of populated steps and checklists that outlined three phases of peer coaching: peer watching, peer feedback, and peer review. Those participating committed to "growth-related opportunities" (Mullen 2005). The learner center mentoring paradigm originated in technical mentoring, superseding the mentor driven paradigm (Zachary, 2000).

Mullen also introduced skill-based mentoring; relationships immersed in power. "Context and relationship greatly impact how individuals experience any particular form of mentoring." With technical mentoring, the mentor "lives comfortably alongside alternative mentoring" (Mullen, 2005, p. 74). The role of peer coaches is to be nonjudgmental and provide collegial support. "Both types of mentors promote professional inquiry through self-reflection and experimentation" Mullen, 2005, p. 78).

Muller (2000) exhibits other contradictory ideologies of technical mentoring and alternative pedagogy synthesizing the paradigms of mentoring. Paulus and Nihstad (2003) discussed how knowledge and creative skills could be used as

supportive tools for group creativity. The combination of social psychology and industrial administration aligns with technical training/mentoring within group innovations. With such practitioners and managers, the structure of technical language is infused into the theory and practice of mentoring. Within higher education, regardless of the possibilities for growth/change, professional groups would have to have a buy-in when being introduced to new practices. The impact of technical mentoring in higher education varies based on the relationship of the mentor and mentee.

Hierarchical technical mentoring encourages relationships of subordination rather than collegial relationship (Mullen, 2005). It resembles the paternalistic model of "transmitting authoritative knowledge between individuals or within a group" (Mullen 2005). The transference of power plays, such as the "father" or "mother" figure, creates a linear process of learning (Diamond & Mullen, 1999). Such mentoring relationships minimize risk taking and maximizes productivity. With reflection, "What can I do for you? "Instead of "How can we learn from one another?" (Mullen, 2005). Through hierarchical mentoring, the established structure encourages non-critical reflections and feedback (Smits, 1997).

Alternative mentoring strives to make a deep meaningful difference in the development of students, colleagues, and others by actively learning from others (Mullen, 2005). The position of the mentor is to enhance the development and

education of the mentee outside the traditional advisory context. Alternative mentors support their mentees, even facing inevitable backlash from colleagues or influential forces within the educational atmosphere, Mullen (2005) describes an alternative mentor as one who reaches out to the mentee and provides honest feedback as a strategy for self-improvement. Mullen (2005) stated, "Modeling authenticity in the relationship, and modifying the mentoring relationship itself" (p. 80). The alternative mentoring process has advanced partnerships, which some educators find helpful for clarifying the needs of mentees.

Peer coaching is widely known and considered as a non-evaluative relationship that two individuals share in. A self-study of mentoring dyads in literacy education concluded that conflicting roles of mentoring could be complementary. The professional friendship was seen as a form of mentoring without relinquishing the possibility of "being friend and mentor at the same time" (Young, Alvermann, Kaste, Henderson, 2004). The line of authority, power, and oppression macrostructures were deconstructed within the dyad groups and showed self-reflective accomplishments within areas of social justice and enhanced learning through synergistic co-mentoring (Sloan & Sears, 2001).

When thinking of peer coaching, the relationships between the mentee and mentor is a journey of procedural steps of peer watching, peer feedback, and peer review that motivates the mentee to commit to growth related opportunities which is different from mentoring (Mullen, 2005). Mullen (2005) attaches great

value to skill-based coaching/peer mentoring relationships and uses the role of

mentee and mentor as anecdotal evidence of mentoring. These strategies impact

the administrator's practice of problem solving, providing feedback, soliciting

advice, and giving constructive praise.

<u>The Relationship Aspect That Influences Getting Promoted</u>

Mentorship within the literature focuses on two types of mentorship

processes that produce important outcomes: psychosocial and career (Daloz,

1999; Kram. 1985). The mentor in the psychosocial mentoring process serves as

a counselor, friend, and advocate by providing guidance, role modeling, and

acceptance for the mentee (Kram, 1985). Daloz (1999) lectures that the mentor

should serve as a guide for the student along this part of their journey. He

stated:

> Mentors are guides. They lead us along the journey of our lives. We trust
>
> them because they have been there before. They embody our hopes, cast
>
> light on the way ahead, interpret arcane signs, warn us of lurking dangers,
>
> and point out unexpected delights along the way. (p. 17)

The outcomes within career mentoring includes efficacy in job performance,

cultivating political capital, establishing collegial relationships, fostering job

satisfaction, and nurturing organizational commitment (Kram, 1988). Mentoring

relationships are known for a wide variety of educational outcomes which are

positioned under categories of psychosocial or career mentoring processes

(Bernier, Larose, & Soucy, 2005). Mentors come from different roles within higher education empowering each role from what has been to what will be. One to one peer relationship is an important component of mentoring (Light, 2001). It provides a significant and positive influence on the mentee. The intentionality of a mentor engaging in a relationship is more than just a series of informational sessions; it is clarification through exploration of important factors related to the mentee's wellbeing. In a biographical study, mentoring relationships between tenured and tenure track faculty are evolutionary in nature (Karm, 1980). The influence of the relationship is based on career and psychosocial aspirations. Kram (1980) identified four phases of mentorship based on her interview study. Of the 18 work-related relationships, the initiation phase lasts approximately 18 months to a year. The cultivation phase lasts two to five years, and the separation phase follows lasting six months, where the mentee seeks independence from the mentor.

The redefinition phase lasts indefinitely yet is characterized by the former mentoring relationship thus ending in a "peer like bond between the mentor and mentee" (Middendorf, 2010). Krams' phases illustrate how influential mentorship relationships are in a mentee's developmental/professional growth. The emotional bond between the mentor and mentee cultivates an intimacy and trust that suggests that mentoring relationships vary in intensity (e.g., Allen et al., 2007; Jacobi, 1991; Levinson et al., 1978; Ragins et al., 2000).

A study at Pfister's college (2004) showed significant influence on overall achievement with tenured faculty and tenure track faculty mentoring. Data indicated that mentors who underestimated their performance of transformational leadership contributed to the highest quality developmental relationships (Godshalk & Sosik, 2000). Results alluded to the importance of a relational leadership approach and mutuality in mentoring. Kram & Isabella indicate that scholars agree that mentorship has a substantial impact (1985). Mentoring relationships that form in a higher education context influences the mentee in pursuing educational advantages. "There is a better grasp of the psychological and organizational factors which encouraged progress" (Kram & Isabella, 1985 p.130). Through interview data it is determined the characteristics of the work environment differs in the professional culture (tenure within the organization, reward system, training programs, etc...) which may affect the relationship's outcome.

Stages for How Mentoring Transitions to Career Advancement

The importance of confidence in one's mentoring abilities influences the mentor/mentee relationship. Mentors who have higher self-reported efficiency spent more time with their mentees and had a closer and better relationship (Parra, DuBois, Neville, Pugh-Lily, & Povinelli, 2002). With mentorship it retains the talent and provides direction for career growth and provides a variety of benefits, such as sponsorships that will go beyond serving as a resource, opening doors, and extending the mentees network. With the support of mentors,

avenues are more inviting to the mentees, who feel comfortable taking risks and as a result, their career advanced (Parra et. al., 2002). In an investigative process-oriented model of mentoring, Parra (2002) observed 50 mentoring relationships for a year using the Big Brother/Big Sister program. Monthly data was collected from both mentors and mentees with the proposed model: mentoring rating efficacy, assessing first impressions at the beginning of the relationship, predictions, and common likeliness. The study found that the feelings of closeness between mentor and mentee were a common component, however the benefits of the relationship to greater relationship continuation and opportunities professional growth continued.

According to Rolfe's (2017) research, when the mentor assesses the mentee's situation, they are able to make informed decisions about the future and assist with career development conversations. Through reflection and action, the mentor can skillfully use their own experience, add perspective, and elicit insights when offering career pathways opinions to the mentee. The mentor facilitates career planning by leading a conversation based on four questions (see figure 3).

Experience

"How are you doing?"   "Where are you now?"

- Implementing   • Clarifying current situation
- Experimenting   • Taking stock of personal factors
- Learning   • Imagining future possibilities

                          4   **1**

Action ———————————————————————— **Reflection**

                          3   **2**

- Developing plans   • Gathering information
- Considering strategies   • Exploring options
- Gaining support   • Setting goals

"How might you get there?"   "Where do you want to be?"

Informed decisions

Figure 3. Mentoring Conversation from Rolfe A Mentoring Guide. (Kincumber 2007)

Individuals tie their self- worth to career advancement, therefore one's self esteem, motivation, and performance may be perceived as a failure, when unrealistic expectations are envisioned. This is especially true with today's rapid rate of employment shifts. When identifying the ideal career goal for the mentee, Rolfe (2017) suggests providing win-lose situations for the employment opportunity being sought. The mentoring conversations demonstrate a decision-making process within the mentee's career and psychological functions, found within transformational leadership. The mentees exhibit the leadership functions of their mentors to a great extent, for they followed the principles of social learning and highlighted the developmental relationships. The mentors mirror the changes of life for mentees and amplified the importance of understanding transitions within higher education academics.

33

Further Studies Relating To Culture and Social Variances

Purposeful relationships are designed to bring out individual change, growth, and development. Mentoring suggests that mentorship should be inherently linked to career success (Kram, 1985; Levinson et al, 1978). Ragins and Cotton (1999) consider mentoring as a beneficial factor in career development which assists the mentee to advance within the organization and psychosocial functions. Mentorship serves as a mechanism for information exchange and knowledge acquisition (Mullen, 1994). Through social networks, personal growth, and professional development the mentee is provided with the opportunity to display skills to decision makers. Career advancement mentoring functions consist of behaviors that prepare the mentee for career advancement, those mentored would achieve greater career success than those who have not been mentored. A greater amount of career related mentoring usually realizes into greater compensation and a sense of employment satisfaction (Whitely and Coesier, 1993) "resulting in a more committed employee" (Baugh and Scandura, 1999). The perceived career success of additional promotions and higher salaries indicates that mentoring is positively related to career advancement (Bozionelos, 2004). Dreher and Ash, (1990) indicate that providing mentoring during one's tenure within a single organization is related to both objective and subjective career success. Those who are mentored are more likely to become mentors themselves (Bozionelos, 2004). This investment of the mentor comes full circle, when the mentee now can continue their mentor's legacy by mentoring

other inexperienced professionals and contributing to the organization by doing so.

In Bozionelos (2004) empirical research, he focused on the antecedents and consequences of mentoring from the perspective of the protégés. The mentor's perceptions of the mentee's career success, the amount of mentoring provided, and an openness associated with mentoring contributed to career growth. Bozionelos (2004) focused on informal mentoring relationship between unequal status employees. By conceptualizing success as real, the objective career success perspective became "more effective and efficient by delegating to protégés". The mentors could rely on their loyal protégés for support and information that formed into the foundation towards career advancement within the organization (Dresher & Ash, 1990). Subjectively, career success perspective, the mentors gain satisfaction and a sense of accomplishment by sharing their knowledge and wisdom with the protégé.

Bozionelos (2004) research investigated the amount of mentoring that individuals reported they had receive within their professional life. He noted those with limited mentoring influence were linked to lower managerial ranks, were as those with continuous mentorship relationships were included in organizational decisions and were provided opportunities in higher managerial ranks.

However, the implications for career development practices and tactics on mentoring relationships as marginally adequate. Mentoring relationships could be

unsuccessful if they do not provide the benefits associated with advancement. Evidence established mentoring relationships associated with career success result to be fruitful (Bozionelos, 2004; Allen, 2006). Bozionelos, Allen, and Eby's (2006) study found that mentees believed that the benefits of having a mentor is more likely to improve their career outlook.

Bandura (1977) explains that the process of mentoring related to career success is a social learning theory. As indicated by Kram (1985), the psychosocial functions are key to the social learning process. He describes the modeling process for those individuals who learned through senior faculty (Manz & Sims, 1981). The psychological function within mentoring refers to, "aspects of relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role" (Kram, 1985, p. 32). The acceptance of mentoring supports evolves into a friendship and acceptance. The mentor helps the mentee develop the sense of professional competence needed to achieve career advancement (Kram, 1985). Through a qualitative examination of mentors and their protégés, Kram (1985) outlined the functions of the relationship by identifying supportive enhancements, such as career related support including sponsorship, exposure, coaching, and protection. These enhancements are possible since the mentor's position, experience, and organizational influence assisted in the mentee's exposure to the organizational life. Career related goals led to promotions (Kram, 1985). The correlation between career success (defined within this study as pay and promotion success) and mentoring are

inherently linked. In both Kram's (1985) and Levinson's (1978) study, the results

indicated that mentoring relates to career success when using Bandura's (1977)

social learning theory. The psychological functions are key to the social learning

process when it takes place as individuals vicariously learn through senior

members of an organization (Bandura, 1977).   As veterans model, mentor's

behaviors provide mentees with rules that govern effective behavior in an

academic setting and/or organization (Bolton, 1980; Dreher & Ash, 1990;

Zagumny, 1993). Examining the relationships data, both career and psychosocial

mentoring are similarly related. The comparative outcomes for mentoring versus

non mentored groups showed higher promotions for mentored individuals over

non mentored individuals. Results indicated that those mentored were more

satisfied with their career and believed that it would assist with career

advancement and a feeling of professional commitment (Allen, Edy, Poteet,

Lentz, and Lima, 2004).

How Does This Research Study Build On The Literature Review?

The literature review explained three pathways to career advancement:

networking, use of institutional policies and procedures, and the pathway of

mentorship. The accumulation of research reviews suggests mentoring can serve

faculty and administrators well regarding promotion and career advancement

(Allen, Edy, Poteet, Lentz, and Lima, 2004). In light of this study asked an

overarching question related to mentoring: Is mentoring a contributing factor to career advancement within higher education?

Understanding the pathway to career advancement, while navigating the process of career advancement within higher education (Hamlin & Sage, 2011) is essential. Those in academics should support initiate informal or collective strategies to confront the structural barriers that do not allow them to maneuver towards career advancement. Based on the literature, a professional career may be a result of the mentoring relationship they have established with a mentor. The literature has shown that by identifying the relationships and understanding the mentoring network, one hopes to originate the different contexts or social origins between the mentee and mentor that characterizes as either close or having a strong connection with the mentee that has led to career advancement. Additional consideration is whether there may be a connection between mentoring relationships including emotional, professional, and personal attributes that build stronger networks and reformulate career advancement. The literature has provided an understanding on how mentorship relationships cultivate a path to career advancement while navigating through cultural, social, and networking norms but leaves scholars asking, " was mentoring a path that assisted in career advancement?' . This study will be designed to examine the nature of supportive mentoring relationships for administrative support staff by using a combination of Olmstead's (1993) and Ismail, Abdullah, and Francis (2009)   conceptual models, show the interaction between mentors and mentees

who have encountered similar life and professional experiences would positively

motivate mentees . Therefore a strong sense of trust is established and may

enhance career development.
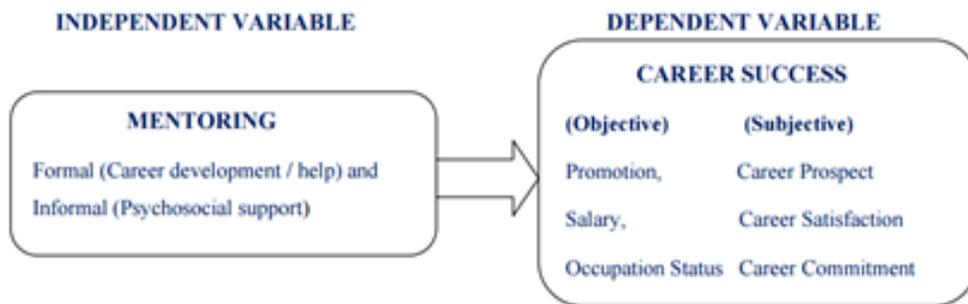
Figure 4. Mentoring New Faculty: Advice to Department Chairs. (Olmstead, 1993)

Figure 5. Conceptual Model of the Relationship Between Mentoring Programs and Individuals' Advancement. (Ismail, Abdullah, and Francis, 2009)

Olmstead's (1993) and Ismail, Abdullah, and Francis (2009)   framework

assumes that implemented properly, informal and formal mentoring influences

career development support among administrative support staff. Using

transformational theory, the conceptual framework for this research, studies the

critical reflection to address the anagogical principle of the experience. Using

dyadic interviews, the researcher can facilitate and encourage an organic

dialogue that connects at a personal level, allowing the participants to share

ideas in a positive manner (Morgan, 2013). Dyadic interviews, is the

interrelationship between the two people helps us understand the phenomena or

relationships that lead to career advancement. (Morgan, 2013).   Determining

whether mentoring academic support individuals within higher education results

in guidance to career advancement.

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

Introduction

As leaders, there is an obligation in shaping future leaders. Within the past three years within my employment in higher education, in conversations with supporting administrative employees, the replicated comments of lack of guidance within the department was voiced. Many new hires within administration and support staff roles felt that there was no guidance on the position's tasks, many felt that when providing efficient ways to streamline procedures, supervisors would not listen to their ideas. My response would always gear towards to, "Do you have a mentor? Who do you tend to ask for guidance? The response from administrative support was usually a blank look or they would not know where to start in obtaining a mentor.

Observing the frustration of administrative support, several solutions came to mind. It was apparent that a series of workshops providing information throughout the year, focusing on topics such as resources for navigating the university's culture, clarifying advancement policies, and possibly a mentoring program. Having a mentor myself, I was provided guidance and skills that allowed me to become a servant leader. Yet, I wondered if others shared similar leadership guidance that led to career advancement due to mentoring. Many

interpret leadership and mentorship as the same, yet both have distinguishing

qualities that may or may not make an encouraging mentor. According to Martin

and Siers, 2012), providing guidance creates a sense of ongoing support.

Mentorship provides confidence in the mentee's abilities and guarantees

satisfactory results within their career advancement. Mentoring relationships are

known for a wide variety of educational outcomes, which are positioned under

career mentoring processes (Bernier, Larose, & Soucy, 2005). Mentors come

from different roles within higher education, empowering each role from what has

been to what will be. One to one peer relationship is an important component of

mentoring (Light, 2001), it provides a significant and positive influence on the

mentee. Through this research, one has found that mentors play a critical role in

informing and enriching the education and training of a mentee.

Purpose of This Study

In traditional mentoring, a more experienced person (the mentor) guides,

facilitates, and counsels a less experienced protégée (Holmes, Danley, & Hinton-

Hudson, 2007). Research reveals that individuals receiving traditional mentoring

services attain increased job success, while the mentor gains career

improvement, departmental recognition, or personal gratification (Johnson-

Bailey, & Cervero, 2004). The purpose of this study is to understand the role of a

mentoring relationships in the career advancement of administrative support

staff. This study seeks to understand the role mentoring relationships play when

an individual within higher education is working on career advancement. Finally, this study will indicate a need for further research to understand how mentoring relationships lead to career advancement while navigating between cultural norms, social norms, and university policies and procedures.

Significance of This Study

There has been extensive research on the positive impacts of mentorship within a professional setting (Dugan, & Komives, 2010; Martin & Sifers, 2012). The mentor's contribution of clarifying professional standards, examining the underlying assumptions of these standards and values, ethical development, and reflection are birthed. There is a renewed interest in mentoring within organizations and higher education leaders in identifying the exceptional ability to develop people. The desire of mentoring relationships, effective mentoring can become a strategic tool for developing effective influential leaders and career advancement (Martin, & Sifers, 2012). This study has a practical significance; according to Martin and Sifers (2012) mentoring research is significant if the knowledge is useful within career advancement. Kram & Isabella indicate that scholars agree that mentorship has a substantial impact (1985). Mentoring relationships that form in a higher education context influence the mentee in pursuing educational advantages/ career advancement.

Research Questions

This study will explore the following questions, which will be situated within the broader context between mentoring and career advancement. The central question addressed in this study is, "How does mentoring relationships serve employees within academia in career advancement?"

Sub-questions formulated to narrow the focus as follows:

What role does mentoring play in assisting in career advancement in academia?

Research Design

As the researcher, I will be involved in this study, however not in a traditional way. Using the dyadic method, I will not be asking a series of questions, but mediate the conversation between the mentee and mentor. This study will be designed to examine the nature of supportive mentoring relationships for administrative support staff; such as analysts, coordinators, directors, and Deans that have led to career advancement. Mentoring is positively associated with career advancement (Kram & Isabella, 1985). Empirical research establishes a strong support for the relationship between mentoring and career advancement, by using Olmstead's (1993) conceptual model for this research,   it will not constrain the researcher's participant's stories

of one's analysis; consists of variables of formal and informal mentoring and career advancement, as depicted in in figure 4:
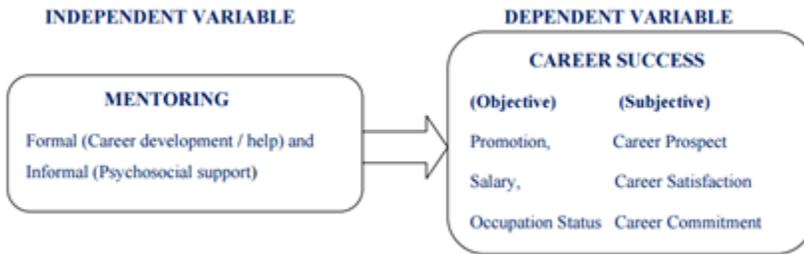
Figure 4. Mentoring New Faculty: Advice to Department Chairs. (Olmstead, 1993)

One can assume that implemented properly, informal and formal mentoring influences career development and psychosocial support among faculty and administrative support staff. Mentoring is an added component to career advancement. Using transformational theory, the conceptual framework for this research studies the critical reflection to address the anagogical principle of the experience. Using dyadic interviews, the researcher can facilitate and encourage an organic dialogue that connects at a personal level, allowing the participants to share ideas in a positive manner (Morgan, 2013). Dyadic interviews, is the interrelationship between the two people helps us understand the phenomena or relationships that lead to career advancement. (Morgan, 2013).

Research Setting

For dyadic research, a comfortable location or locations must be selected to provide a serene setting for an engaging discussion (Creswell, 2013). The site for this research is based on where the gatekeeper/ millennial tenure track faculty member feels more adequate to engage in a conversation. Since gatekeepers are individuals at the research site who provide access to the site and permit the research to be conducted; thus, it is essential to gain approval from the gatekeepers (Creswell, 2014). Prior arrangements will be discussed to guarantee a sheltered location for the mentor and mentee to speak. The results will be reported by the researcher, but what will be gained from the research will be shared with the participants.

Participants

Yin (2018) defines a participant as "a person from whom data is collected, usually through interviews (p. 287)." The first criterion for selection of participants is age. Literature suggests that individuals function in different developmental levels during different ages and career stages in the context of the mentoring relationships (Erikson, 1963, 1968: Levinson et al, 1978). Allowing for such difference to manifest, as one discovers about mentoring relationship one could not only focus on a singular age or career - stage. Using snowball sampling strategy should result in at least four (4) to six (6) groups of administrative support staff. My sample groups will only consists of administrators and administrative support staff (analysts, coordinators, directors,

deans) whose goal is to advance within the next five (5) years. The research

strategy is to focus on the mentor and mentee mentoring relationship and

focusing on the valuable contribution to an understanding of the relationship and

seeing if the perspectives are representative within each of the pair's leads to

career advancement. It is imperative to allow the two participants to explore the

possibility that their mentoring relationships could have populated based on

different types of surrounding concerns.

Data Collection Methods

The collection of data for emergent method, dyadic interviews is much

different from traditional interview models. In dyadic interviews, two participants

interact in response to open-ended research questions (Morgan, 2013). Few

research studies have used dyadic interviews as a technique for qualitative

research. I will be using this method in comparison to focus groups, because

both represent forms of interactive interviewing. Dyadic interviews should not be

viewed as miniature focus groups, and should be treated as generating their own

opportunities and issues. I will employ the use of semi-structured dyad interviews

and field notes. Paring the millennial tenure track faculty with their mentor

provides a transformational element that expands the significance of a semi

structured process of data collection by identifying the individual's career history.

During the dyadic interviews, the mentor-mentee relationship will be explored at

length, by focusing on reconstructing the history of the relationship, the

participant's emergent thoughts and feelings at different times about the

relationship, highlighting the role that the mentoring relationship was perceived to have in career advancement (Morgan, 2013).

Each dyadic interview will have a set of questions, however it would only be used to begin the dialogue between the mentor and mentee. Prior to beginning the data collection, I will have spoken with the mentor and mentee on several occasions to discuss and articulate the particular ideas and concepts regarding their relationship (Morgan, 2013) It is critical to articulate the one's assumptions, for it insures that the participants understand the biases brought to the research; minimizing the impact of biases on the data collected. Glesne (2011) states, that documents can support or challenge interview data, pattern analysis, content analysis, and can also provide information for thick description. By keeping documentation of the interviews, it provides an opportunity to evaluate the emerging mentoring relationship codes that correlate themes between each of the interviews.

Data Analysis

Kram & Isabella (1985) suggest that the analysis of mentoring relationships creates career advancement. Reviewing transcripts for concepts and themes that may illuminate the nature of mentoring relationships and their role in career development. The data collection process, will assist in developing an emergent hypothesis, where one would share and compare the ideas with the participants. Once all the data is collected, analyzing the data, paying attention to similarities and difference across relations, will be conducted in a manner described by Post

and Andrews (1982), searching the data for initial categories that reflect similarities across cases. Common themes that seem to fit a category under examination will be grouped together. This process will serve as a form to verify the usefulness of each category and establish properties to delineate the extent of the category (Post & Andrews, 1982)

Andrews (1982) suggests that diversity should stretch a concept to its limits and depths, to insure that the categories and theory develop is well integrated. Concepts and themes should reveal similarities and differences across each dyad interview. Isabella (1983), states, "Achieving resultant conceptualization would be comprehensive and compelling".

Trustworthiness

As qualitative research becomes far more recognized and valued, it is imperative that it is conducted in a rigorous and methodical manner to yield meaningful and useful results (Nowell, 2017). Yin, (2018) suggests that when one is using multiple sources of evidence for data collection, one is required to use other research methods that provides a significant strength to the data collection. In emergent method research, new themes that emerge conduct a thematic analysis of raw data. For example, there may be some guiding themes one is looking for but can discover other themes which can claim as knowledge addition to current knowledge or wish to further investigate as they may not concur with current knowledge (Morgan, 2013).

Each participant's reflections can take several forms such as member check, validation, and host verification. Tracy, (2010) refers to member reflections as trustworthiness and are more than an opportunity, but a collaboration and reflexive elaboration. To capture the emergent tones, rich, thick descriptions will achieve credibility in qualitative research. It provides complexity of data, with enough detail that readers reach their own conclusions (Tracy, 2010). Participants will be provided a release of information form, allowing the researcher to use their experience (s) for research purposes. The only personal information collected from participants will be their age and current profession. Each participant will be coded to mask their identity. This information will be collected for the sole purpose of sharing the results with them upon completion of the study.

Limitations

According to Glesne (2011) realizing the limitations of your study is part of demonstrating trustworthiness. The delimitations to the study are systematic research across each of the mentees academic setting. To determine the extent of the relationships are affected by feature of the process of advancement. One has found that there are several limitations in this study; it does not focus on gender or ethnicity of either the mentor or mentee, the relationship is solely based on mentoring relationships that have led to career advancement, nor does the study focus on the length of time of the mentor /mentee relationship. There could be shifts in some relationships over time and little to no change in others.

Further research could provide attributes that provide different distinctions in gender, ethnicity, and hierarchical levels for both mentor and mentee.

Summary

This study has expanded my insight into the nature of mentoring relationships among administrative support staff and career advancement. It has identified several new, potentially beneficial lines of research and deserves greater attention. Investigating the relationship between the mentor and the faculty/ administrative support staff and subordinated the different career stages in diverse organization setters are a step toward a better understand of mentoring relationships within academia. Mentoring is essential to each and every individual and for those who have been mentored, the positive career advancement is a token of the mentoring relationship.

CHAPTER FOUR:

RESULTS

The purpose of this qualitative emergent study was to understand mentoring relationships and career advancement in higher education. The findings are presented through the shared experiences of the participants. The participant selection for this study included coordinators, directors, managers, supervisors, Assistant Deans, and Deans within a public academic institution whose perspectives are associated with mentoring and career advancement.

Chapter 4 includes the research setting of the study and will go into detailed information about how different parts of the mentoring process are connected to each participant's career advancement. The research will go more into detail and explain how the mentees feel about their mentoring relationship. This chapter will also follow a detailed structure of components related to the model of Olmstead's conceptual model. Components of the model will include initial conditions, influencing factors, as well as, the influence of leadership development. The chapter concludes with a summary of the study's results.

Results of the Study

The framework guiding this study is based on Olmstead's (1993) and Ismail, Abdullah, and Francis (2009) conceptual models of supportive mentoring

relationships for administrative support staff by showing interactions between the mentor and mentee. As noted in Chapter two (2), the different interactions of mentoring includes; understanding types of mentoring relationships (alternative, formal, informal, and technical mentoring), road blocks and controversies around career advancement, institutional policies and procedures, and the aspects of influences of getting promoted.

The process used to analyze transcripts from the ten (10) individual interviews conducted to uncover codes and themes is described in detail in this chapter. There were three levels of Qualitative data collected: (a) semi structured dyad interviews, (b) field notes, and (c) recorded zoom meetings. All participants were assigned pseudonyms to maintain confidentially. At each level of the analysis, constant comparison was used to distill the data further, until themes emerged from the data. The data was then organized and analyzed using Nvivo software and causation coding. The goal was to address the research questions situated within the scope of representing mentees and career advancement within higher education:

> Q1: How does a mentoring relationship serve employees within academia in career advancement?
>
> Q2: What role does mentoring play in assisting in career advancement in academia?

<u>Organization of the Findings</u>

The findings of this study are organized by: reporting the stories the participants shared of their mentoring experience while striving for career advancement. The findings explore the journey of five mentors with their mentees who either have an ongoing mentorship relationship or have had a mentoring relationship; by sharing and emphasizing their stories with their own words. The perspectives of the participant's stories were compared and contrasted throughout this narrative to triangulate the data. The participant's stories addressed the research question of how mentoring relationships served employees within academia in career advancement. Once the information from the narratives of each duo of mentor and mentee was taken, one addressed the sub research question. The focus was the mentoring relationship between the participants and how it could and/or has led to the mentees' career advancement within their area in higher education.

<u>Demographics of Participants</u>

There were five pairs of participants in this study. The primary purpose was to interview mentors and their mentees to have a better understanding of their relationship. Table 1 illustrates the demographics of the group of participants. All participants are from a four year public and/or private higher education institution in surrounding cities within Southern California. With ages ranging from 25 years old to 60 years old, from two (2) to thirty (30) years of experience within their area

of expertise, within the fields of either analyst, coordinator, director, assistant dean, and/ or associate dean.

Table 1. Participant Data: Mentors and Mentees.

Name	H.E Institution	Department	Years of experience	Title
Lynette *	Private	Finance & Communications	2	Coordinator
John *	Private	Pharmacy: Finance	25	Associate Dean
Keisha *	Public	Health Sciences	28	Vice Chancellor/ Associate Dean
Annette *	Public	Office of Faculty Affairs	5	Manager
O'Neill *	Private	Pharmacy: Student Success	26	Assist. Dean of Student Success
Lincoln *	Private	Pharmacy: Academic Affairs	4	Coordinator
Nixon *	Public	Medicine: Finance	10	Director of Finance
Knox*	Public	Medicine: Finance/ HR	25	Dean
Keisha *	Public	Health Sciences	28	Vice Chancellor/ Associate Dean
Edmee *	Public	Health Sciences/Academic Affairs	20	Senior Analyst

Note: Participant data collected via individual semi structured dyad interviews September 2020

Sample

Ten participants were interviewed for this study. The demographics for each participant are represented within Chapter Three. Themes emerged through coding from the data collected from each of the pairs of mentor and mentee. The total years varied among the ten (10) participants sampled. Those participants with over twenty (20) years of experience represented 60% of the

sample size. Those participants with less than a year to fifteen years (0-15) represented 40% of the sample size.

Four (4) participants, or 40% of the sample size, are employed in the private sector of higher education. The remaining 60% participants work in the public sector. The Institutional size also varied among participants employment. Four (4) of the ten (10) participants sampled were from higher education institutions with less than 100,000 employees. The other higher education institution size had more than 100,000 employees.

Data and Analysis

The interviews were analyzed in batches of four (4) participants, allowing more time before moving on to additional participants. Once each conversation was coded, it was analyzed for categories or themes. Zoom recorded conversations were uploaded into Otter Voice Meeting (Otter.ai) to create transcripts. Afterwards, transcripts were uploaded into a computer software, NVivo, for further analysis. Interviews were coded manually using the software then compared to the manual coding initially completed during the interview collection. Coding the interviews assisted in comparative analysis techniques critical to empirical methodology. The process assisted the researcher to remain consistent in emphasizing key points during coding.

Selective coding within the next phase found categories emerging from the similarities in the open codes. The researcher took all the vignettes using

mind mapping software to map out the open codes. Figure 6 visualizes the

summary of the data and analysis process for open and selective coding.

Open Coding

- Transcribed interviews were put in text by using Otter.ai and then reviewed and coded manually.
- Each vignette from the manual coding was

Selective Coding

- Mind –mapping software was used to group open codes into categories.
- The word –counts of NVivo transcribed interviews. They were used as a second check

Theoretical Coding

- By using mind mapping software, it assisted in discovering themes by linking codes and vignettes from open and selective coding.
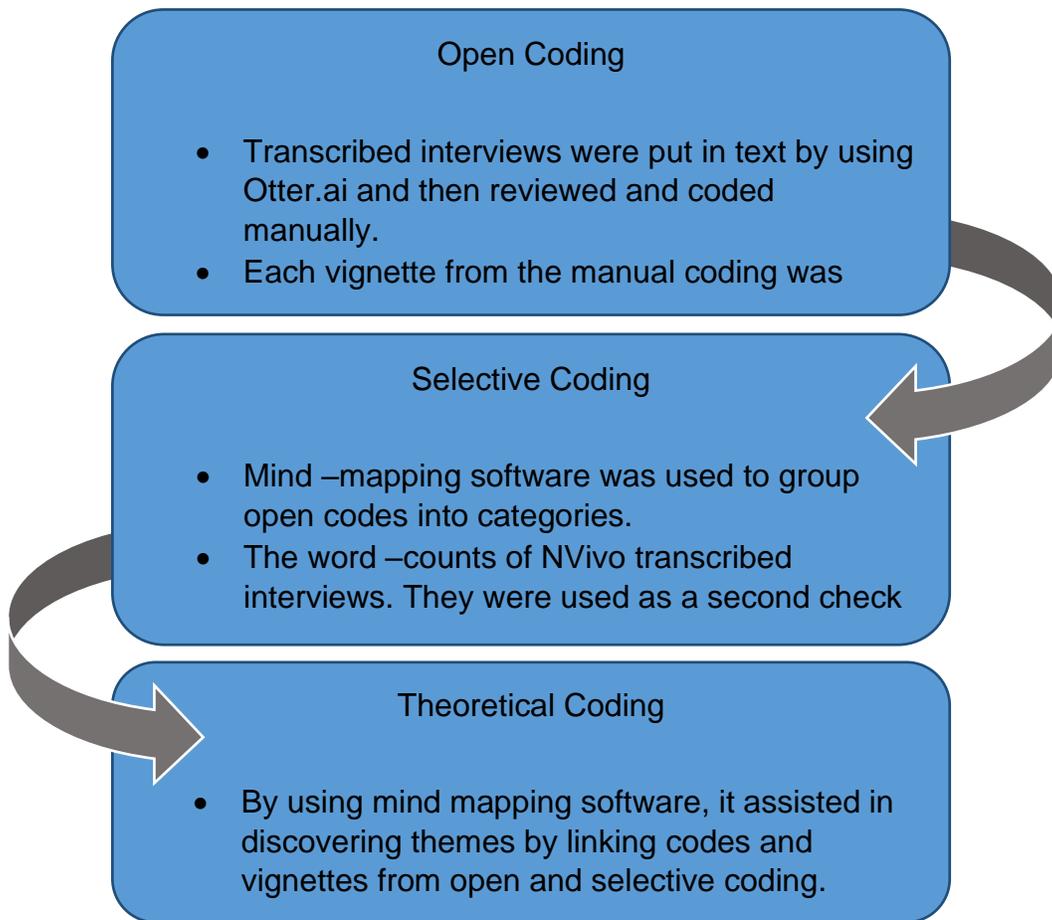
Figure 6. Data and Analysis Process.

Using NVIVO software, the researcher was able to word count queries

(example: competent =1 or trustworthy=2) as a tool in discovering selective

codes from the data. To analyze the codes in depth or the quantity of vignettes, a

group code was assigned to selective codes that emerged from the data. The

researcher also used mind mapping software to code the results from the relationship between open codes and selective codes. When building the mind map, the relationships were analyzed, each time with a vignette linked directly to the code. If there was a relationship between the codes, it was connected with an arrow.

Following emergent theory methodology, participants all had the same questions but some added to the questionnaire for further clarification /understanding of mentoring experience. To ensure that additional weight was not added to a code, constant comparison was exercised. For example, every participant was asked questions regarding their mentoring experience and their introductions, but not every participant went into depth of how they met and how their mentoring relationship began. Yet, competence began to emerge as a code. The sections that follow indicate the selective codes that emerged. There were distinctions in the selective codes: willingness to learn, advancement opportunities, institutional procedures, and transitions to career advancement.

Analysis Results

Using the NVivo word frequency on all the mentors and mentees, one manually checked for any additional coding themes. There were different ranges of word queries that one was able to see that were technically the same word or quite similar. The results of the word frequency query will be found in table 1. The word competent was the second most frequently referenced word in the query

58

search for similar word groups, behind the word trust. A total of five codes

emerged from the manual and NVivo analysis as shown in Table 2.

Table 2. NVivo Word Query.

Exact Query	Between Exact & Similar	Similar Query
Trust	Common interest	Comfortable
Competent	Subject matter expert	Capable
Evolved	Trained to be successor	Strive
Meaningful	Mission/ Goal Orientated	Impactful
Self-Aware	Life Experience	Reflection

Table 3. Selective Coding Results.

Individual Centric Codes	Workplace Centric Codes	Individual & Workplace Dependents Codes
Genuine Interaction	Career Fit	Potential
Professional development	Performance based /opportunity	Growth and advancement
Equality/Equity	Policy Driven	Influence of changes for individual and in workplace over time

Showing integrity to the lived experiences of the participants, the researcher will be sharing their mentoring journeys. The majority of the mentees met their mentors within the work place. Many were direct supervisors at one point within their career. Their journeys were similar in some cases and different in others, as were their experiences related to higher education.

<p style="text-align:center">Mentoring Journey/ Willingness to learn</p>

A mentoring journey begins with the introduction of the two individuals. How and where they met is the platform of the relationship. For as their relationship grows, their initial introduction continues to play a large part of their journey that leads to the next step. It is there where the mentor starts to see the mentee's potential and the desire to provide the mentee with the resources to flourish within the profession. Below the researcher will describe the mentoring journeys of each of the participants.

Lynette: I started out within the University as an Intern within the Marketing department. I was referred to coordinator position by my supervisor, who had spoken to John. Although, at first one didn't think of John as my mentor; I realized that I did ask him a lot of stuff regarding work and he provided me with advice about things that were outside of work. Because of my nature to continue learning and John's guidance, as I navigated through my position and life, I then realized he was my mentor.

John: I heard about Lynette through colleagues within Marketing and a friend. I met her briefly at a meeting. However, when a position opened up within my department, because of the personal recommendations received, I hired Lynette, even though she lacked experience within the area. For it was more important to me the recommendations from my colleagues and friends regarding her ability. Working with Lynette, one could see that there was a lot of things she was capable of doing. She understands the mission and values of the institution and was not afraid to ask the right questions. There were times I would give Lynette 6-7 items to take care of and would not explain how to do it. She would complete all the tasks by figuring out how to do so and only come to me, if she was completely out of resources to find out the answer. Seeing her potential and self-motivation, I knew that she would flourish within the university once taught how to navigate through institutional politics. My goal is to make Lynette competent within finances and my overall position, so she can take over my position one day.

Annette: Being part of the first cohort (only 20 people are invited into the program at a time) of the "STRIVE" program, it was primarily for the areas of business and financial services. However, it has expanded since to all areas within the institution. Each year of the program we have a mentor, who is the backbone of the program. We have professional development, a core curriculum, elective curriculum, and even professional development funds to spend as we see fit.

"It is important to have a working relationship with your mentor, to better understand your goals. For example, if you want to advance into a certain role or gain other skill sets. As the mentee you really rely on the mentor's input." (Personal communication Sept. 15, 2021)

As Keisha stated, we had to choose five mentors from an administer list, interview them, and then narrow it down to who you would want as your mentor.

"I was really fortunate that I was placed with Keisha. At that time in my career, I was in a different position and was hitting the bar of where I felt that I could really expand and grow. I knew a lot of people who worked in Health Science Campus and it had become an area of interest to make the move there. I had only heard good things about Keisha and she has a stellar reputation for caring for her people, seeing them develop, and succeeding. I was very interested in seeing how "a strong woman deals with a lot" within a higher level position." (Personal communication Sept. 15, 2021)

Once Keisha and I were connected, we met regularly to discuss aspirations and specific topics that would help me within my own career.

Keisha: The institution has a four year mentoring program called "STRIVE". In which a cohort of exceptional employees apply, interview, and if chosen, the mentee would choose from a list of administrators to be their mentor. As the mentor, you cannot self-nominate yourself, but can volunteer to be a mentor. You are vetted and submit your resume. There must be a justification of why you would want to be a mentor. Then, you are matched with a mentee based on them picking you for their mentee/mentor relationship.

Lincoln: Meeting O'Neill is a memorable one. I was being shown around after my interview and as I was walking downstairs to leave, I could hear crazy laughing. Then O'Neill stops me and says, "Who are you?" "What are you doing here?" my interviewer apologized for his behavior, but I replied, "I like this crazy, yet funny guy". Once I started my position, I had to work with O'Neill's department and learned more about him and his role within the institution. I became comfortable enough with him to share my personal life and learn about his personal background. He is always there to help, guide me, and show me.

O'Neill: Our mentoring relationship evolved very organically. We talked to one another regarding specific projects, worked on things I was chairing in, and "I remember feeling okay about Lincoln from the beginning." I thought she was extremely competent and followed through with things; which is not a consistent habit for people to have. She stood out and her personality was that she is a kind person. "For whatever reason, I think I felt always kind of invested in her as a person".

Nixon: Thinking back to 14 years ago, when Knox and I met, we just worked in the same department within the same team. The relationship started off as getting to know each other on a weekly basis. It wasn't until we started to talk about soccer and went to a soccer game with our families together that the bridge between co-workers to mentorship began.

Knox: We were introduced, while working in the same department. Nixon started out as a finance analyst. Very slowly he went up in the ranks and I started to notice his potential. There was never a formal conversation about a mentoring relationship. Our mentoring relationship was a byproduct of our common interests and similar work ethic.

Edmee: I met Keisha while I was working as a receptionist in central HR. She walked into the department, greeted me, and with a smile on her kept walking. I noticed everyone knew who she was and were greeting her. At that point knew I knew she was important and I had to get to know her.

> "So over the next year or so, I kept hearing her name. Any time there was a campus wide meeting or committee, they would bring her name up and/or she was participating".
> (Personal communication Sept. 30, 2021)

I was asked to work on a diversity report for Keisha and wanting to impress her, I completed it right away and sent it over. It was then that we were formally introduced and started a working relationship. She had an opening as a HR

specialist and had asked me to apply for the position. Keisha trained and mentored me through the process and continued to do so as I grew professionally within the institution.

Keisha: Our mentoring relationship was somewhat different at that time. It was a luxury to have a small team, which allowed me to work a lot closer with staff. Edmee's and my relationship started quite early within my own management career. I made a lot of errors and so did she. Our relationship was different but "very deep", because there was "a lot of investment in her success but the success of her role within the organization was key in my professional growth as a supervisor."

Controversies, Institutional Policies, and Procedures

To understand issues affecting career advancement in higher education, one needs to understand the historical context. With societal expectations of superior merit and qualification the issue of performance is there but not clearly defined. Shared experiences demonstrated how career guidance assisted in navigating to promotions that otherwise were difficult to maneuver.

Lincoln: Initially one was working in another department where it felt like a series of unfortunate events. The supervisor was unaware of what was going on and one had to be the caretaker of the department without any real power. Taking the next steps within my career were blurred and uncertain.

O'Neill: Upon the reorganization of various departments within the school, and knowing Lincoln's potential and work situation, one suggested to the Dean that Lincoln was best qualified for the academics coordinator position. Since she knew all the students and could manage to make sure that the graduates would fulfill their requirements in a timely manner.

Annette: There was no growth in the position one was in. My former supervisor knew that I was looking for another position, but would hold one back from other opportunities. The supervisor liked me, so she wanted me to stay since one did everything for the area. When the area had a faculty director, one started to see the political dynamics of getting things done.   When one transitioned into the current position, faculty did not want to follow my lead because one didn't have the "street credit" or as much exposure as desired. Keisha guided me through some of the toughest situations and it really helped me grow professionally.

Keisha: One cannot be territorial about secrets to one's success. One is committed to give advice, knowledge, and lessons learned. One spent a large allocated amount of time guiding Annette on what to do, not to do, assessing the risks within the organization. When she transitioned into her new position and found herself with road blocks, providing her the resources to lead more effectively.

John: When I started within finance, the Dean at the time would impart his wisdom to make my professional life easier. The constant communication opened doors to ask difficult questions about institutional politics and learn from his institutional knowledge. This allowed me to have a better understanding

> "Why you wouldn't have done that or say that, but ultimately learn how to play the game" (Personal communication Sept. 6, 2021)

Sharing institutional knowledge helps one know what you can and cannot say; while understanding the why there is so much tape.

Lynette: Going into any position is a learning experience, but still there are things you do not know about the position, the department, and the overall ins and outs of the organization. Knowing the political landscape and understanding why some are so territorial helped me get things done. If John had not had these tough conversations with me, I would have operated in a different manner and would not have been able to get things done.

Nixon: There were various experiences where learning from Knox was critical. She knew how to handle tough situations with researchers, clinicians, and professors; as well as budget situations, and had grace for her colleagues' personal concerns. She knew when to check in with legal and what steps to take in tough situations.

"I knew some mentorship from Knox as far as my career was the next

step" (Personal communication Sept. 15, 2021).

If one was going to succeed and advance within the organization.

Knox: Since it was easy to work with Nixon, when tough discussions were

needed with chairman or higher ups, we would discuss prior how to approach the

situation and offer solutions. If the chairman or higher up did not agree with our

approach, we would quickly get them to see our way.

"I knew Nixon was quickly learning from me and guiding

him was easy" (Personal communication Sept. 15, 2021).

Keisha: Edmee was the right hand policy person. She loves anything that

has to do with legal and following policy. Everything was either black or white.

Guiding her to see that there are grey areas was outside her comfort zone. This

was the difficult part of the mentoring process, for I wanted her to make decisions

but think out of the box and not within the lines that she would prefer. Those grey

areas are political knowledge one needs to learn within any organization.

"Edmee always wanted to make sure she was being very ethical

and her integrity was on point. Sometimes when in a very

complex population/situation, just one answer isn't black or white.

There is more than one way to accomplish the task. Her moral

compass had to be comfortable. It was at that point, where I had

68

to sit her down and say, "You are following the policy, and you aren't following just one policy, just various aspects" (Personal communication Sept. 30, 2021).

Edmee: Knowing policy and procedures of the institution has always been my strong suit. Therefore when I transitioned into working within the health sciences and dealing with MD's and PhDs was very intimidating,

> "A faculty member called and wanted something to be done outside of our policy. I couldn't come up with an answer for him. Then I remembered Keisha telling me that I was the subject matter expert and if the request was outside of the lines of the policy, let the faculty know you would need to get back to them. This provided me time to research the request and see what could be done within the limitations of our policies, while still addressing the request. Grey areas within an institution are difficult, but it really gave me the confidence needed to move forward" (Personal communication Sept. 30, 2021).

Transitions to Career Advancement

There are factors that have an impact on administrators and staff experiences in higher education, from their initial arrival to their position to their decision on whether or not to pursue advancement (Lee & Rice, 2007). In higher education, employees are in constant competition to

69

move forward within their career. Recruitment and advancement does take place by means of relatively rigid procedures, but frequently regulated by those who have had a positive working relationship from a previous position (Abramo, D'Angelo, & Rosati, 2015).

Keisha: As Edmee was growing within the organization, I too was growing within my profession. I was provided with the opportunity to build a department from the ground floor with a very small team. Edmee was doing well within HR as an analyst, therefore I invited her to join my team.

"I made a lot of errors, being a manager with Edmee, but
a very deep, different relationship grew because there
was a lot of investment in not only her, but her success
within the role within the organization" (Personal
communication Sept. 30, 2021).

Edmee already had the people skills, she evolved once she started taking courses to enhance her role. This was the biggest growth one saw with Edmee. My best mentoring has been with her, for as my role evolved within different positions, I would think of Edmee and how she would fit into whatever new department I was overseeing. It was her loyalty and willingness to adapt, although uncomfortable for her, that really made me want to keep her with me. She taught me the value added to the relationship.

Edmee: As stated previously, the first position I had was the receptionist within HR. Although my mentoring relationship with Keisha was informal, proving myself was essential. She sets the bar very high and holds everyone accountable. Therefore showing her my capability and competence, would assist me with future opportunities. Because of this, when positions became available, Keisha would recommend me. She helped me get on track towards a professional career. When she invited me to join her team, one was insecure and made many mistakes. However, Keisha would guide me without providing me the answer, think of the different perspectives, and how to navigate any situation. She provided me with opportunities to grow, the tools to succeed, and a relationship that I can count on for professional and personal advice.

Nixon: Working with Knox for the past fourteen (14) years has been phenomenal. Starting as an analyst within her department, she would make time within her schedule to meet with the team and walk through the different aspects of the department and organization. Knox would walk to my office and share a situation that she was dealing with just so that I could learn. Those small details contributed to my growth. She exposed me to the hiring process, the health system leadership, and deans. She wanted me to feel comfortable within any situation, especially when it came to having tough conversations. When Knox shared that she would be transitioning into a higher position and wanted me to become her successor, I was humbled; for she truthfully had been training me for this moment for years.

Knox: Nixon's eagerness to learn, made my job easy. He would absorb department discussions and ask all the right questions. Seeing his potential, we started having lunches together and quickly it turned into mentoring sessions. I needed leadership to know who Nixon was, therefore he was given the task to present and he would shine.

> "Quite frankly, he did better in those presentations that
>
> I ever could have. He exceeded everything he did. His
>
> responsiveness was key, which probably made me
>
> cross some borders, like coming in on the
>
> weekends" (Personal communication Sept. 30, 2021).

The moment I started learning from Nixon, I knew he was ready to move up within his position. Giving him aspects of my position, was the starting point for him to transition into my position. When the opportunity for me to move up within the organization came, having Nixon take over was a smooth transition.

Conclusion

The experiences of the mentees led to the development of skills and qualities that outlined career advancement through mentorship. This chapter defined the results of the analysis, connected the analysis back to the research questions, and showed consistency of the analysis of empirical methodology.

The interview questions were structured to understand how mentoring contributes to career advancement within higher education. Constant comparison analysis was exercised using mind mapping and NVivo to discover selective codes, emerging in to categories from the open codes. The major themes resulting from this study summarized the contributing factors that motivate individuals to seek out mentors regardless if its formal or informal to seek out guidance through willingness to learn, understanding the controversies, Institutional Policies, and Procedures, and pathways to advancement. Both the mentee and mentor acquired capital throughout this progress that they have been able to operationalize not only into their professional lives but into their general life.

CHAPTER FIVE:

RECOMMENDATIONS AND CONCLUSIONS

Through my higher educational career, my successes have all been due to the guidance of my mentors. This motivated me to focus on mentoring relationships which drove me to do this study. Experiencing firsthand how mentoring relationships led to career advancement, those who participated in the study showed that with mentorship career advancement opportunities were easily attained and the transition to the new position was smooth. This chapter includes a discussion of major findings as related to the literature on mentoring relationships and career advancement within higher education. Also included is a discussion on the connections to this study, motivation theories, and workplace policies. The chapter concludes with a discussion on the limitations of the study, areas for future research, and a brief summary.

This chapter contains discussion and future research possibilities to help answer the research questions:

- "What role does mentoring play in assisting in career advancement in academia?"
- "What components of mentoring relationships serve employees within academia in career advancement?"

What motivates individuals to seek mentoring relationships are comprised of three (3) main themes: (a) common interest, (b) professional development, and (c) equality/equitable change. Some factors relate mostly to the individual, others to the workplace, and some are a combination of the successful relationship of both. These three factors contribute to an environment where the employee within higher education can continuously grow.

Overview

Preceding studies have examined the effects of mentoring within workplace. These extensive line of research focuses on the positive impacts of mentoring within a professional setting (Dugan & Komives, 2010; Martin & Sifers, 2012). Kram (1985) discussed the emergent theory that mentor relationship enhanced the "career and psychological development of both participants through career functions; coaching, protection, exposure and visibility, and challenging work tasks". Laughlin and Moore (2012) addressed how mentors are those who help the mentee transition within each step of development. Previous studies have not focused specifically on mentoring relationships between staff and/ or administrators and their mentors within higher education. Nor have previous studies focused on the types of barriers that staff and/or administrators have encountered to achieve advancement.

75

Although the variation for each participant's career specialty, path, and experiences may differ, the common themes were prominent in motivating the mentees interviewed for this study, through their professional advancement. The dynamic dimensions of the themes is important to the participant's changes over time. This study aims to fill in these gaps.

Summary of Study

This study was guided by two research questions "What role does mentoring play in assisting in career advancement in academia?" and "What components of mentoring relationships serve employees within academia in career advancement?" The questions were examined by using a qualitative empirical research. The collection of data for emergent method included semi structured questions within a dyadic interviews, field notes, and recorded zoom meetings.

All participants are from a four year public and/or private higher education institution in surrounding cities within Southern California. With ages ranging from 25 years old to 60 years old, from two (2) to thirty (30) years of experience within their area of expertise, within the fields of either analyst, coordinator, director, assistant dean, and/ or associate dean. Half of the participants interviewed for this study had over twenty (20) years of experience, whereas the other participants had either less than a year or under fifteen years within higher

education. Participants discussed their relationships, journey, and outcomes to their mentoring relationship. Each career advancement journey was shared which were mostly through a positive lens. More than half of the interviews implied that their mentor voiced that their choices for their advancement allowed them to have a work life balance. This steadily became one the goals for the mentees' career path. The participants of this study voiced that they had career advancement opportunities, but not all were motivated to be on a career path at the moment. They were content at the moment with learning the political landscape and being molded to for their mentor's position within the future. This study of their lived experiences supported the research method of Olmstead's (1993) and Ismail, Abdullah, and Francis (2009) framework where if mentoring is implemented properly, informal and formal mentoring influences career development support among administrative support staff.

The first question examined how having a mentor assisted the mentee in advancing within their career within higher education. This question provided the foundation for the participants to reflect on how their mentoring relationship helped them within their career. Both the mentees and their mentors responded to questions their didactic interviews related to career advancement. All the mentees had a strong aspirational capital. Consistent with Rhoads & Tierney (1993), and Kram (1989) professional growth based on mentoring practices and adaptation has equaled success and understanding the path to career advancement within higher education can assist in personal career aspirations.

Correspondingly, consistent with Clark (2018) message that guidance on how to move forward is often minimal, because organizations are vague on authentically providing a pathway to career advancement. Since all the mentees received encouragement and consistent guidance from their mentors, they did not lack the necessary knowledge to achieve their aspirations. This is consistent with Park and Jones (2010) in that the effectiveness of mentoring including increased self-esteem at work (Koberg,, Boss, & Goodman, 1998), increased job satisfaction, decreased work alienation (Koberg, Boss, Chappell, & Ringer, 1994), effective socialization, promotions, career mobility, and advancement, (Dreher &Ash, 1990; Dreher & Cox, 1996).

The second question explored what specific components are key within the mentoring relationships that led to career advancement. The mentor's perspective was triangulated into the data to have a clearer understanding. The mentees and mentors indicated that by having an informal mentoring relationship afforded them to have authentic conversations about the institution, workplace, and life in general. These experiences provided the mentors the ability to adapt different approaches toward guiding their mentee based on the area of discussion. In addition, the mentees did not think that their mentors where strong role models within the organization with power, but friends.

Contributions to Existing Research

This study was created to contribute to existing research with a focus on staff and administration within higher education. While mentoring can be used to be a career path by which an employee can develop and progress in an organization, yet many professionals have been unable to rely on a clear career path within their organization (Clark, 2018). Guidance on how to move forward is often minimal, because organizations are unsure (Clark, 2018). Mentoring is a significant contributing factor in skill development, psychosocial or social emotional support, and career advancement and success (Haggard, Dougherty, Turban, & Wilbanks, 2011; Jacobi, 1991; Kram, 1985; Packard, 2016). However, there is insufficient familiarity on the use of mentoring as a vital tool for career advancement within academia. The present study demonstrates the operationalization capital within mentoring relationships that occur within academia.
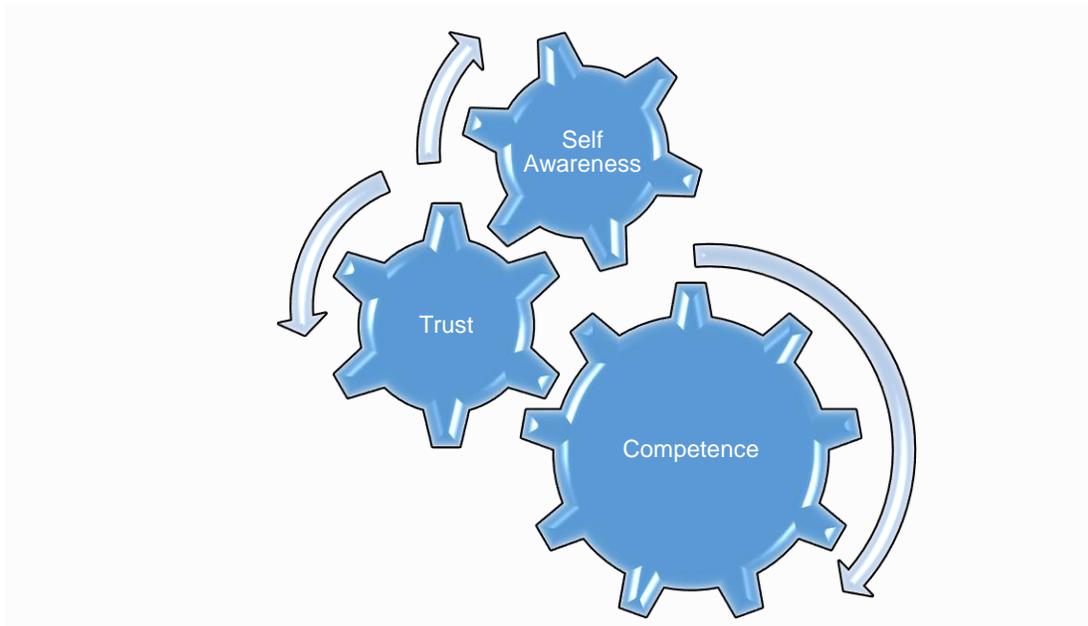
Figure 7. Factors to Career Advancement.

The factors to career advancement illustrates the three specific characteristics that mentors seek within mentees. In addition, the figure demonstrates that mentees' characteristics are interlocking and continuous, whether within the position and/or in career advancement.

Secondly, while Kram (1998) conceptualized career mentoring including job performance, cultivating political capital, establishing collegial relationships, and fostering job satisfaction, this study revealed the connections between types of capital. In particular, mentoring relationships are known for a wide variety of educational outcomes and come from different roles within higher education empowering each role from what has been to what will be. This study has shown

through the mentoring relationships, that leadership skills were developed as part of the process. Along the way, the mentees were reinforcing expectations, setting and accomplishing goals, and demonstrating leadership throughout the process.

<center>Recommendations for Educational Leaders</center>

With a large generational group transitioning into the workforce, the exploration of resources to provide support to achieve a higher rate of retention is needed. Previous research indicated that mentorship programs such as STRIVE have a positive impact on the career advancement goals for employees within the organization. Levinson (1978) found that mentoring relationships enable youth to successfully enter adult work and simultaneously assists in career growth that establishes separate identities. Such relationships provide career enhancing functions, that establish a role within the organization, learning the ropes, and prepare for advancement (Gottesman, 2000). The majority of universities focus on faculty advancement and lack the interest, know how, and/or resources for a formal mentorship program for their administration and staff. For future research, creating a mentoring program for administration and staff, could create a successor plan for positions that many of these employees have not only been working side by side with leadership, but understand the culture of the institution to make decisions that would benefit the organization.

In chapter two there were descriptions of several topics that researched the areas of mentoring. These topics included: controversies around career

<center>81</center>

advancement and mentoring, road blocks, institutional policies and procedures, and understanding the mentoring relationship. How these topics fit with the research findings is discussed in the following sections.

<div align="center">Controversies and Road Blocks Around Career Advancement</div>

Kerr (1994) suggests social expectations and merit qualifies as complex road blocks to promotion within academia. This study showed that conflicts within higher education are inescapable. Reynold's (2005) research found that personal experiences within the workplace correspond to an individual's source of importance. For example, in the interview between Keisha and Edmee, the two were worked well with each other until they disagreed on the manner to execute some new policies. The friction between the two lead to Edmee leaving Keisha's department for an equal position. When a manager position became available years later, it became apparent that Edmee was not consider due to her and Keisha's past disagreement. The employee progression was halted due to the dissatisfaction and/ or negative experience of the employer. Employers should not make emotional decisions when it comes to employee advancement. The decision to promote should be based on the employee's work ethic and performance. If Keisha had put her emotion to the side and focused on just Edmee's work performance, Edmee would have moved up within the organization as a faster pace.

<div align="center">82</div>

Where as in O'Neill and Lincoln's interview, the impact of lack of productivity within   Lincoln's department ignited her motivation towards professional advancement. Therefore O'Neill's encouragement for Lincoln to obtain her graduate degree, as seen in Lawrence & Blackburn (1985) study was the pathway to career advancement. These mentees are advancing within their department and soon will need to look for other advancing opportunities.

Institutional Policies and Procedures

When comparing this study's results within the area of mentoring and policies and procedures, motivating factors such as quality of supervision, institutional politics, working conditions are important to the mentees. While each interview results confirm that working conditions are an important foundational component to their workplace experience, the mentees emphasized that their mentors (also their supervisors) faith in their competence motivated them to grow professionally.

Similar to Lawrence & Blackburn (1985) study, in the interviews with Lynette, Annette, and Lincoln, it was their work performance that exceed the institutions expectations, which provided measurable performance goals noted on their employee evaluation.

Understanding the Mentoring Relationships

Each of the participants' mentoring relationship within the study started as a hierarchical technical mentoring relationship. Each found themselves in a position where their mentor was a supervisor .Through the interviews, the researcher found that Mullen's (2005) research proved to be right, for the interviewee mentor –mentee relationship was based on a shared discovery that assisted the mentee in learning a specific work task. For some the relationship shifted to an alternative model, where their mentor was actively teaching them to enhance the mentees development. The mentors taught their mentees the educational atmosphere and provided hones feedback (Mullen, 2005).

Recommendations for Future Research

There are several areas within the study that warrant future research. The suggested studies could provide further information related to administrators and staff that lead to advancement within an institute. A long term study focusing on the full journey of the mentoring relationships with the administrator and/or staff from introductions to final employment position would allow researchers to pinpoint areas of strength and incorporate them into an instructional mentoring program.

- Expansion of this study to a collective case study including more than four higher education institutions (private and public) within

the state of California, would assist in determining whether a mentoring program for administrators and staff would be fruitful.

- A phenomenological study on the development of staff who participate within the created mentoring program with an ongoing component within the mentoring program determining pathways into leadership positions.

- Since some staff indicated negative experiences early on in their career, a study focused on how to higher education culture and how its environments effect motivation & retention of staff would be informative.

The suggestive studies would increase the current study and offer insight into areas that emerged from this research.

Limitations of the Study

This study focused on four local private and public higher education institutions within a small region in Southern California. The majority of the participants met via their workplace through a supervisor-employee environment, however there were a few that were part of a structured mentorship program within their institution. This truly could have tampered with the results in certain areas of the study where focused on.

85

The design of the study did not allow to generalize the results. The study focused on administers and staff within a small region where the institutions were less than 80 miles apart the experiences of others may be different or possibly similar within a larger sector of Southern California or within the state.

Those who agreed to participate may not be representative of the population. Initially, there were twenty (20) individuals interested in participating in the study, in which some canceled, did not submit their consent form, or their mentor was unavailable. Those who did participate stated that their mentoring relationships started in various timeframes of their professional career. Therefore, those who did participate in the study had a smaller window of mentorship compared to those who were unable to join that had over 10-20 years within their mentoring relationship. Neither the age nor gender of those who participated was a factor of the study. The demographics could be another part of a more in-depth focus of the study that could lead to different results and perspectives of their career advancement within their higher education institution employment.

The length of time of the mentoring relationship should also be a large component for further research. Those with longer mentoring relationships, may have reached their career goals within a certain of time, compared with those with a shorter mentoring relationship.

Conclusion

Mentoring relationships can be complicated, like most other relationships. The shared experiences of the mentoring relationships of the participating administrators and staff were informative, but impactful. The mentors were in leadership positions, who shared their perspectives on what they looked for in mentees which assisted in triangulating the findings. The give and take between the mentor and mentee showed that open communication and listening provided constructive feedback, which led to an effective relationship (Boyd, 2018). The notion of mentoring relationships exhibits a deeply rooted need in motivating factors for any employee. The inconsistency of placed growth or advancement opportunities suggests that growth opportunities without mentorship is still a barrier today.

I would love to start a mentoring program within my own higher education institution. The program would be structured to be a two year commitment from both the mentor and mentee. To begin, one would poll the higher education institution's support staff and support administrators regarding who they thought would be excellent mentor. Once a list is comprised, connect with those who were nominated and ask if they would like to be part of the mentoring program. Using a structured curriculum of what goals will be set be each participant, areas of interest, areas of improvement, which would also include mentor/mentee orientation dates, monthly networking events, monthly mentoring lunches, and journal entries; one provides an environment where the mentor and mentee get

to know each other, and build on their relationship. The goal for the program would be so the mentor could choose a successor upon retirement or moving from position.

It has become apparent the importance of mentoring programs for administrators and staff within higher education. The development of reliable and competent employees provides career opportunities for future leaders within higher education. Because of the mentoring relationship, mentees were able to navigate through the labyrinth of the institution's culture, politics, and various capitals that create barriers to career advancement. The participates built successful mentoring relationships by showing their competence within their field, building trust with their mentor, setting goals, and staying connected throughout every move made, if all higher education institutions focused on providing mentoring programs that placed staff with leaders within the institution, the aimed succession/ career advancement would create long term staff retention and employment satisfaction.

APPENDIX A:

INSTITUTIONAL REVIEW BOARD APPROVALS

July 28, 2020

CSUSB INSTITUTIONAL REVIEW BOARD
Expedited Review
IRB-FY2020-337
Status: Approved

Ms. Nelky Rodriguez and Prof. Michael Verdi
Doctoral Studies Program and Department of Teacher Education & Foundation
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ms. Rodriguez and Prof. Verdi:

Your application to use human participants, titled "Understanding Mentoring Relationships and Career Advancement in Higher Education " has been reviewed and approved by the Institutional Review Board (IRB). The informed consent document you submitted is the official version for your study and cannot be changed without prior IRB approval. You are required to keep copies of the informed consent forms and data for at least three years.

The study is approved as of July 28, 2020 for one year. Your study requires an annual administrative check-in report on July 28, 2021. Please use the renewal form to submit your annual report.

Your IRB application must be renewed annually and you will receive notification from the Cayuse IRB automated notification system when your study is due for renewal. If your study is closed to enrollment, the data has been de-identified, and you're only analyzing the data - you may close the study by submitting the Closure Application Form through the Cayuse IRB system.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission Webpage. Failure to notify the IRB of the following

requirements may result in disciplinary action.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implementing in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risks and benefits to the human participants in your IRB application. 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 number IRB-FY2020-337 in all correspondence. Any complaints you receive regarding your research from participants or others should be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

APPENDIX B:

PARTICIPANT RECRUITMENT FLYER

Let's talk about Mentoring Relationships.

If you work in higher education and your employee status is either:

- Coordinator
  - Director
  - Manager
  - Supervisor
- Assistant Dean
  - Dean

And you have mentor who has assisted you throughout your profession which has led to career advancement, then this is the study for you! You and your mentor will share your mentoring relationship story through a Zoom conference with the researcher, where you will discuss topics like :

How did you meet?

How they have helped you throughout your career?

If you would like to share your story, email

mentoringrelationshipstudy@gmail.com

Those who participate will be given a $10 Amazon Gift card.

* conferences will be recorded and should take approximately two (2) hours.

APPENDIX C:

INTERVIEW PROTOCOLS AND QUESTIONS

These questions are to provide a source of conversation. The questions

indicated below are to assist with feeding the conversation, as you share your

mentoring story.

Story: Share how you met one another… think of who, what, where, when

- Who introduced you?
- What was the circumstance?
- Where did you meet?
- When did you know you were going to mentor _____?

Realization: When did you realize that a mentor/ mentee relationship was

starting?

- What do you hope to accomplish through a mentoring relationship? How do you think your expertise and experience will affect this mentoring relationship?
- What characteristics are you seeking in a mentor?
- What do you need to know to ensure that this mentoring relationship will be beneficial to you?
- What do you know about or have heard about the boundaries or role limits to this mentoring relationship?

Self-Awareness & Skill Building: When mentoring, providing the guidance of improvement

- How are you viewed? In other words, what's your personal brand in our organization?
- How were you able to offer feedback on ways to improve the mentee's presence?
- Were you able to provide team-building activity advice? What are some keys to success?
- Did you guide them to become a more assertive negotiator?

APPENDIX D:

INFORMED CONSENT

Title of Study:	Understanding Mentoring Relationships and Career Advancement in Higher Education.				
Investigator:					
Name:	Nelky Rodriguez	Dept.:	Education	Phone:	(909) 587 - 7807

Introduction

You are being invited to take part in a research study. The study is being conducted with the approval of the Institutional Review Board (IRB) of California State University San Bernardino. This study will be conducted using all the procedures and guidelines set by the IRB. However, before you decide, it is important for you to understand why the research is being done and what it will involve. Please take the time to read the information in this form carefully, as it may contain words you do not understand. You may wish to discuss it with your mentor or mentee. If there is anything that you do not understand or if you would

like more information, please ask questions and the researcher will try their best to answer them. Once the study has been explained and you have had all your questions answered to your satisfaction, you will be asked to sign this form if you wish to participate. Before anything is done for this study, you must sign this form. A copy of this signed form will be given to you. You do not have to take part in this study. You are free to withdraw from this study at any time you choose without giving a reason, but will be asked to assist with finding a replacement. No promises are being made about the outcome of this as far as your current employment, either positive or negative. People who take part in research are called "participants" instead of "subjects". The plan is to being the research during the summer 2020 and should be completed within five (5) months.

Why are you being invited to participate in this study?

You are asked to participate in this study because you are or have previously been a mentor or a mentee who is being or has been given mentoring guidance. The researcher is recruiting mentors and their mentees within higher education. One thinks that experienced mentors have a great deal of experience and knowledge about higher education. Often, when one needs guidance within their profession, they seek guidance from a colleague, supervisor, etc... to assist with navigating through professional advancement. The researcher's desires to join

the conversation between the mentor and their mentee to better understand how mentoring relationships assist with career advancement within higher education.

What is the purpose of this study?

The purpose of the study is to have an understanding of how mentoring assisted those within higher education in their career advancement. The potential impact of this and future studies is a model of mentoring relationships that has and/or could improve the quality of life for the mentee employed in higher education. Your involvement will also identify themes within mentoring that assisted with career advancement. Ultimately, this research may be submitted to the Chronicle of Higher Education.

How many study subjects are expected to take part in the study?

Researcher estimates eight (8) to twelve (12) pairs of mentors and mentees that will participate sharing their mentoring relationship story. Researcher estimates sixteen (16) to twenty-four (24) total participants for the study.

What will you be asked to do?

The conversations will be held via Zoom Conference meetings. This is a free software (www.zoom.us) that can be download through your mobile

phone/device or personal computer/laptop. If you agree to be in this study, you

will be asked to do the following things:

- Baseline assessment of being employed in higher education as one of the following: an analyst, coordinator, supervisor, director, associate/assistant dean, or dean.
- Understand that the interview will be with both the mentor and mentee at the same item.
- Speak to your mentor and/or mentee about participating in the study.
- Provide dates/times that you and your mentor / mentee could meet via zoom
- Allocate two (2) hours for the conference and up to an additional four (4) hours if time is needed. Totaling no more than six (6) hours.
- Understand that the conversation will be recorded.

<u>Consent to Recording:</u>

 Each party consents to the monitoring or recording of the zoom conference of

the parties in connection with this Agreement or any potential transcription;

agrees to obtain any necessary consent of and give notice of such recording to

such personnel of it; and agrees that recordings may be submitted in evidence in

any Proceedings relating to this Agreement.

Please sign below if you are willing to have this interview recorded via video. You may still participate in this study if you are not willing to have the interview recorded.

☐ **I do not want to have this interview recorded.**
☐ **I am willing to have this interview recorded:**

Signed: _____
Date: _____

How long will you be in the study?

You will be in the study for approximately twelve (12) weeks and/or three (3) months. Your actual participation should be no less than two (2) hours nor more than six (6) hours through the indicated time frame.

What are the possible risks of the study?

There are very little risks in this study; for it will not focus on gender or ethnicity of either the mentor or mentee, the study is solely based on mentoring relationships that have led to career advancement. Nor does the study focus on the length of time of the mentor /mentee relationship. There could be shifts in some relationships over time and little to no change in others.

What are the benefits of being in the study?

The anticipated benefits of this study are that it may strengthen the mentoring relationship between the participants engaging in this study and /or lead to career advancement.

Confidentiality

The records of this study will be kept strictly confidential. Research records, including notes, transcripts, video records, or audio recordings will be kept in a

locked file, and all electronic information will be coded and secured using a password protected file. We will not include any information in any report we may publish that would make it possible to identify you.

Payments

You will receive a $10 dollar Amazon gift card as payment for participating in the study.

Right to Refuse or Withdraw

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigators of this study or CSUSB. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Right to Ask Questions and Report Concerns

You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any

further questions about the study, at any time feel free to contact researcher at

mentoringrelationshipstudy@gmail.com or via the phone number listed above. If

you would like, a summary of the results of the study they will be sent to you upon

request. If you have any other concerns about your rights as a research

participant that have not been answered by the investigators, you may contact

CSUSB Institutional Review Board. If you have any problems or concerns that

occur as a result of your participation, you can report them. Alternatively,

concerns can be reported by completing a Participant Complaint Form, which

can found on the IRB website at https://www.csusb.edu/institutional-review-board.

By signing below, you are consenting to participate in this research study. You

have read the information given or someone has read it to you. You have had the

opportunity to ask questions, which have been answered satisfactorily to you by

the researcher. You do not waive any of your legal rights by signing this consent

form.

SIGNATURE BY THE SUBJECT:

_____   _____   _____

 Name of Subject   Signature of Subject   Date

SIGNATURE BY THE INVESTIGATOR/INDIVIDUAL OBTAINING CONSENT: I

attest that all the elements of informed consent described in this consent

document have been discussed fully in non-technical terms with the subject. I

further attest that all questions asked by the subject were answered to the best of

my knowledge.

_____   _____

Signature of Individual Obtaining Consent   Date of Signature

☐

Check here if the Individual Obtaining Consent observed the signing of this

consent document and can attest, to the best of their knowledge, the person

signing the consent form is the subject or the subject's legally authorized

representative and the person signing the form has done so voluntarily. By

checking this box, the Individual Obtaining Consent does not need to sign on the

Witness signature line (below)

REFERENCES

Acker, J. (2012). Gendered organizations and intersectionality: Problems and
possibilities. *Equality, Diversity and Inclusion*, Vol. 31 No. 3, pp.214-
224. https://doi.org/10.1108/02610151211209072

Adam, A., Boakye, K., Ashie, A., Bawah, A., & Pobbi, M. (2016). The process of
staff promotion in relation to salary or wages upgrade in the public sector
institutions: Local government service vs Ghana education service policy
statements. *International Journal of Business and Management*, Vol. 11
No. 7: 2016.

Aiston, S. J. (2014). Leading the academy or being led? Hong Kong women
academics. *Higher Education Research & Development, 33*(1), 59–
72. https://doi.org/10.1080/07294360.2013.864618

Allen, T. D., Eby, L. T., & Lentz, E. (2006). Mentorship behaviors and mentorship
quality associated with formal mentoring programs: Closing the gap
between research and practice. *Journal of Applied Psychology, 91*(3),
567–578.

Alshare, K.A., Wenger, J., & Miller, D. (2007). The role of teaching, scholarly
activities, and service on tenure, promotion and merit pay decisions:
Dean's perspective. *Academy of Educational Leadership Journal*, 11, 1,
53-68.

Altbach, PG. and Lewis, LS. (1996). The academic profession in international
perspective. *The international academic profession: Portraits of fourteen*

countries (Carnegie Foundation for the Advancement of Teaching), pp.3–48.

Altbach, PG. and Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education* 11(3–4): 290–305.

Anderson, S. & Klinger, S. (2015). A tale of two retirements: Changing the rules that allow platinum pensions for CEOs and increase retirement insecurity for the rest us. *Institute for Policy Studies and the Center for Effective Government.*

Bain, O., & Cummings, W. (2000, November). Academe's glass ceiling: Societal, professional/organizational, and institutional barriers to the career advancement of academic women. *Comparative Education Review* 44, no. 4: 493-514.

Bilimoria, D., Joy, S., & Liang, X. (2008). Breaking barriers and creating inclusiveness: Lessons of organizational transformation to advance women faculty in academic science and engineering. *Human Resource Management, 47*(3), 423-441.

Blackburn, R. & Lawrence, J. (1985). Faculty careers: Maturation, demographic, and historical effects. *Research In Higher Education*, Vol. 22 No. 2. Agathon Press, Inc.

Blackburn, R. T., & Lawrence, J. H. (1986). Aging and the quality of faculty performance. *Review of Education Research,* 23(3): 265–290.

Blau, F. D., Currie, J. M., Croson, R. T. A, & Ginther, D. K. (2010). Can

    mentoring help female assistant professors? Interim results from a

    randomized trial. *American Economic Review*, 100(2): 348-52.

Boice, R. (1991). Quick starters: New faculty who succeed. *Effective practices for*

    improving teaching, Vol. 48. pp.111–121.

Boice, R. (2000). *Advice for new faculty members: Nihil Nimus*. Allyn & Bacon.

Boyd, N. (2018, June 5). Practical application: Mentoring relationships in the

    workplace. *Study.com.* http://www.study.com/academy/lesson/practical-

    application-mentoring-relationships-in-the-workplace.html

Bozionelos, N. (2004). Mentoring provided: Relation to mentor's career success,

    personality, and mentoring received. *Journal of Vocational Behavior*

    64(1):24-46.

Bozman, K. (2018). What is Mentoring?. Institute of Youth Development and

    Excellence. Retrieved on 01/17/20 from https://iyde.org/what-is-

    mentoring/

Brass, D., Galaskiewicz, J., Greve, H., & Tsai, T. (2004). Taking stock of

    networks and organizations: A multilevel perspective. *Academy of*

    Management Journal. V. 47. No. 6, 795-817.

Brubacher, J. & Willis, R. (2017). Higher education in transition: A history of

    American colleges and universities. Taylor & Frances Group.

Bryson, J. M. (2004). What to do when stakeholders matter: Stakeholder

    identification and analysis techniques. *Public Management Review*, 6 (1)

    pp.21-53. Taylor & Frances Group.

Bussey-Jones J., Bernstein L., Higgins S., et al. (2006). Repaving the road to

    academic success: The IMERGE approach to peer mentoring. Acad

    Med. 2006; 81(7):674–679.

Ceyer, S.T., Chisholm, S. W., Friedman, J. I., Hewitt, J. N., Hodges, K. V.,

    Hopkins, N., Potter, M. C., Rizzoli, P. M., Silbey, R. J. (1999). A study on

    the status of women faculty in science at MIT.

    http://web.mit.edu/fnl/women/women.html

Clark, D. (2018). What to do if there's no clear career path for you at your

    company. *Harvard Business Review*. https://hbr.org/2018/09/what-to-do-if-

    theres-no-clear-career-path-for-you-at-your-company

Cohen, A. & Kisker, C. (2010). *The shaping of american higher education:*

    Emergence and growth of the contemporary system 2nd ed.

College and University Professional Association for Human Resources (CUPA-

    HR) survey found on May 7, 2019 at:

    https://www.cupahr.org/surveys/results/faculty-in-higher-education/

Corcoran, M., & Clark, S. (1984). Professional socialization and contemporary

    career attitudes of three faculty generations. *Research in Higher*

    Education, 20 (2), 131-153. http://www.jstor.org/stable/40195568

Crosthwaite, C. (1986). Working in a man's world. *Vital Speeches 52*: 178-180.

    [Speech]. National Council of Jewish Women, St. Louis, Missouri, United

    States. (1985 October 23).

Cunningham, J. B. (1993). Facilitating a mentorship programme. Leadership &

    Organization Development Journal, 14(4), 15-20.

De Mello,L. (1995). The way to love: The last meditations of Anthony De Mello.

    Image Books, Doubleday.

Dreher, G. F., & Ash, R. A. (1990). A comparative study of mentoring among

    men and women in managerial, professional, and technical positions.

    Journal of Applied Psychology, 75(5), 539-546.

Dreher, G.F., & Cox, T. (1996). Race, gender, and opportunity: A study of

    compensation attainment and the establishment of mentoring

    relationships. *Journal of Applied Psychology,* 81(3):297-308.

Driscoll, L. G., Parkes, K. A., Tilley-Lubbs, G. A., Brill, J. M., & Pitts Bannister, V.

    R. (2009). Navigating the lonely sea: Peer mentoring and collaboration

    among aspiring women scholars. *Mentoring & Tutoring: Partnership in

    Learning*, 17, 5-21.

Dugan, K. & Komives, S. (2010). Influences on college students' capacities for

    socially responsible leadership. *Journal of College Student Development*,

    v51 n5 p525-549 Sep-Oct 2010.

Eby, L. T. (1997). Alternative forms of mentoring in changing organizational

environments: A conceptual extension of the mentoring literature. *Journal

of Vocational Behavior*, 51, 125-144. doi:10.1006/jvbe.1997.1594.

Eagly, A. H. (2013). Women as leaders: Leadership style versus leaders' values

and attitudes. *Gender and work: Challenging conventional wisdom.*

Harvard Business School Press.

Fetzer, J. (2003). Multidimensional measurement of religiousness / spirituality for

use in health research: A report of the Fetzer Institute / National Institute

on Aging working group.

Flaherty, C. (2019, April 3). *Faculty salaries up 1.7%.*

insidehighered.com. https://www.insidehighered.com/news/2019/04/03/full

-time-faculty-members-saw-overall-median-salary-increase-about-17-

percent-within

Forret, M. L., & Dougherty, T. W. (2001). Correlates of networking behavior for

managerial and professional employees. *Group and Organization

Management*, 26, 283–311.

Forret, M., & Dougherty, T. (2004). Networking behaviors and career outcomes:

Differences for men and women?. *Journal of Organizational Behavior. 25.

419 - 437. 10.1002/job.253.*

Gasser, C. & Shaffer, K. (2014). Career development of women in academia:

Traversing the leaky pipeline. *The Professional Counselor*. Vol 4, Iss 4, pp

332-352.

Gizir, S. (2014). An investigation on the dominant career anchors of faculty

  members: The case of Mersin University. *Educational Sciences: Theory*

  and Practice.

Greenhaus, J. & Callanan, G. (2006). Mentoring relationships. *Encyclopedia of*

  Career Development. Volumes 1-2. Sage Publishing, Inc.

Haggard, D. L., Dougherty, T. W., Turban, D. B., & Wilbanks, J. E. (2011). Who

  is a mentor? A review of evolving definitions and implications for research.

  Journal of Management, 37, 280- 304. Doi: 10.1177/0149206310386227.

Hamlin, R. G., & Sage, L. (2011). Behavioural criteria of perceived mentoring

  effectiveness: An empirical study of effective and ineffective mentor and

  mentee behaviour within formal mentoring relationships. *Journal of*

  European Industrial Training, 35, 752-778.

Handlin, O. & Handlin, M. (1971). Facing life: Youth and the family in american

  history. Little, Brown & Co.

Higgins, E. (2001). Achievement orientations from subjective histories of

  success: promotion pride versus prevention pride. *European Journal of*

  Social Psychology. V. 31, 3-23.

Ibarra, H. & Deshpande, P. H. (2007) Networks and identities: Reciprocal

  influences on career process and outcomes. *Handbook of Career Studies*.

Im, J. & Hartman, S. (1997). The role of research in MIS faculty performance

  evaluation: An exploratory study. *Journal of Computer Information*

  Systems. 38, 37-40.

Ismail, Abdullah, & Francis. (2009). Conceptual model of the relationship

between mentoring programs and individuals' advancement. *Journal of

Industrial Engineering and Management*. JIEM, 2009 – 2(3): 592-615.

Jones, S. (1986). Do women administrators manage differently than men?"

Educational Horizons 64 (1986): 118-119.

Jones, S. W. (1987). Women administrators: The myths don't match the facts.

Journal of the College and University Personnel Association 38 (1987): 1-

4.

June, A. (2008). Higher education's career ladder may be broken, study finds.

The Chronicle of Higher Education.

https://www.chronicle.com/article/Higher-Educations-Career/41664

Kenny, S. S., Alberts, B., Booth W.C., Glaser, M., Glassick, C. E., Ikenberry, S.

O., Jamieson, K. H., O'Neil, R. M., Reid-Wallace, C., Tien, C., & Yang, C.

N. (1998). Reinventing undergraduate education: a blueprint for America's

research universities. Boyer Commission on Education of Undergraduates

in the Research University. Carnegie Foundation for the Advancement of

Teaching.

Kerr, C. (1994). Higher education cannot escape history: Issues for the twenty-

first century. SUNY series, Frontiers in Education. SUNY Press.

Koberg, C. S., Boss, R. W., Chappell, D., & Ringer, R. C. (1994). Correlates and

consequences of protégé mentoring in a large hospital. *Group and

Organization Management, 58*, 219-239.

Koberg, C. S., Boss, R. W., & Goodman, E. (1998). Factors and outcomes
associated with mentoring among health-care professionals. *Journal of
Vocational Behavior*, 53(1), 58-72.

Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management
Journal*, 26, 608-625.

Kram, K. E. (1985). Mentoring at work: Developmental relationships in
organizational life*. Administrative Science Quarterly* 30(3).
DOI:10.2307/2392687

Kram, K. E. (1988). *Mentoring at work: Developmental relationships in
organizational life*. University Press of America.

Kroll, J. (2016). What is meant by the term *Group* Mentoring?. *Mentoring &
Tutoring: Partnership in Learning*, 24:1, 44-58.
DOI: 10.1080/13611267.2016.1165488

Laughlin, K. & Moore, H. (2012). Mentoring and leadership: A practical
application for one's career Path. *Journal of Adult Education*. V41, Num. 1

Martin, S. & Sifers, S. (2012). An evaluation of factors leading to mentor
satisfaction with the mentoring relationship. *Children and Youth Services
Review,* 34(5).

Muller, C., Blake-Beard, S., Barsion, S. J., & Wotipka, C. M. (2012). Learning
from the experiences of women of color in MENTORNET's one-on-one
program. *Journal of Women and Minorities in Science and Engineering*,
18, 315-335.

Niehaus, E., & O'Meara, K. (2014). Invisible but essential: The role of

professional networks in promoting faculty agency in career advancement.

Innovative Higher Education, *40(2),* 1-13.

Olmstead, M. A. (1993, August). Mentoring new faculty: Advice to department

chairs. *CSWP Gazette,* 13(1), 1.

http://faculty.washington.edu/olmstd/research/Mentoring.html

O'Meara, K. (2005). The courage to be experimental: How one faculty learning

community influenced faculty teaching careers, understanding of how

students learn, and assessment?. *Journal of Faculty Development,* 20(3),

153-160.

O'Meara, K. (2007). Stepping up: How one faculty learning community influenced

faculty members' understanding and use of active learning methods and

course design. *Journal on Excellence in College Teaching,* 18(2), 97-118.

O'Reilly, C. A., III, Caldwell, D., & Mirabile, R. (1990). More than a mirage:

Disposition situation interaction as explanations of work behavior.

[Working paper] Walter A. Haas School of Business, University of

California, Berkeley.

Park M., & Jones C. B. (2010) A retention strategy for newly graduated nurses:

An integrative review of orientation programs. J Nurses Staff Dev. 2010

Jul-Aug;26(4):142-9. doi: 10.1097/NND.0b013e31819aa130.

Parson, T. & Platt, G. (1975 February). The American University. *Higher*

Education, Vol. 4, No. 1, pp.114-116.

Pfeffer, J. (1985). Organizational demography: Implications for management. *California Management Review*, *28*(1), 67–81. https://doi.org/10.2307/41165170

Rawlings, C. M., & McFarland, D. A. (2011). Influence flows in the academy: Using affiliation networks to assess peer effects among researchers. *Social Science Research*, *40*(3), 1001-1017. https://doi.org/10.1016/j.ssresearch.2010.10.002

Reybold, L. E. (2001). Knowing through culture: Epistemological development as redefinition of self. *International Journal of Curriculum and Instruction*, *3*(2), 1–17.

Reybold, L. E. (2003). Pathways to the professorate: The development of faculty identity in education. *Innovative Higher Education,* June 2003, v27.

Reybold, L. E. (2005). Surrendering the dream: Early career conflict and faulty dissatisfaction thresholds. *Journal of Career Development*, v32, n2 p.107-121.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of literature. *Journal of Applied Psychology*, 87(4), pp.698-714.

Rockquemore, K. (2011, October 3). *Don't talk about mentoring.* Insidehighered.com. https://www.insidehighered.com/advice/2011/10/03/dont-talk-about-mentoring

Ropers, R., & Shackelford, M. (2003). Negotiating identities and making change:

Feminist faculty in higher education. *Gendered Futures in Higher
Education: Critical Perspectives for Change,* pp.135-147. State University
of New York Press.

Sagaria, M. & Dickens, C. (1997). Feminists at work: Collaborative relationships
among women faculty. *Review of Higher Education*, v12 n1 p.79-101.

Tang, T., & Chamberlain, M. (2003, November-December). Effects of rank,
tenure, length of service, and institution on faculty attitudes toward
research and teaching: The case of regional state universities. *Journal of
Education for Business*, 79, 103-110.

Terosky, A., & O'Meara, K. (2011). Assuming agency: The power of strategy and
networks in faculty professional lives. *Liberal Education,* 97(3/4), 54-59.

Terosky, A., O'Meara, K**.,** & Campbell, C. (2014). Enabling possibility: Women
associate professors' sense of agency in career advancement. *Journal of
Diversity in Higher Education, 7*(1), 58-76.

Thompson, S. (2017 August 1). *New York Time's "Why women aren't CEOs –
according to the women who almost were".* The Women's Foundation.
[blog post]. https://twfhk.org/blog/new-york-times-why%C2%A0women-
aren%E2%80%99t%C2%A0ceos%C2%A0%E2%80%93%C2%A0accordi
ng%C2%A0%C2%A0%C2%A0women%C2%A0who%C2%A0almost%C2
%A0were

Tierney, W. G., & Bensimon, E. M. (1996). *Promotion and tenure: Community and socialization in academe*. State University of New York Press.

Tierney, W. G., & Rhoads, R. A. (1993). Faculty socialization as a cultural process: A mirror of institutional commitment. *ASHE-ERIC Higher Education Report No. 93–6*. Washington, DC: The George Washington University, School of Education and Human Development.

Tierney, W. and Rhodes, R. (1993). Enhancing promotion, tenure and beyond: Faculty socialization as a cultural process. *ASHE-ERIC Higher Education Reports*, No. 6, 1993.

Ting-Toomey, S. (2005). Identity negotiation theory: Crossing cultural boundaries. *Theorizing About Intercultural Communication*, 211–234. Sage Publishing, Inc.

Ting-Toomey, S. (1999). Communicating across cultures. *The Guildford Communication Series*. Sage Publishing, Inc.

Trow, D. B. (1977). Status equilibration: Fueled by uncertainty, frustration, or anxiety? *Human Relations*, *30*(8), 721–736. https://doi.org/10.1177/001872677703000804

Tyack, D. (1974). *The one best system: A history of American urban education*. Harvard University Press.

VanHaitsma, P., & Ceraso, S. (2017). "Making It" in the academy through Horizontal Mentoring. *Peitho Journal*, Vol. 19.2, 2017.

Van Maanen, J., & Schein, E.H. (1979). Career development. *Life at work*, 30-95.

Goodyear. https://core.ac.uk/download/pdf/4379594.pdf

Williams-Nickelson, C. (2009). Mentoring women graduate students: A model for

professional psychology. *Professional Psychology: Research and*

Practice, 40(3), 284-291.

Wilson, C.L., O'Hare, D., & Shipper, F. (1990). Task cycle theory: The processes
of influence. *Measures of leadership*. Leadership Library of America, Inc.

Wilson, J. M., George, J., Wellins, R. S., & Byham, W. C. (1994)*. Leadership*

trapeze: Strategies for leadership in team-based organizations. Jossey-

Bass.

Winston, B. E., Bekker, C., Cerff, K, & Reed, M. R. (2004). *Hope and faith as*

possible factors in the implementation of strategic plans. Unpublished

manuscript, Regent University, Virginia Beach, VA.

Winston, B. (2003, October 16). *Extending Patterson's servant leadership model:*

Coming full circle. Regent University School of Leadership Studies

Servant Leadership Research Roundtable.

http://www.regent.edu/acad/cls/2003ServantLeadershipRoundtable

Woodd, M. (1997). Mentoring in further and higher education: Learning from the

literature. *Education + Training*, Vol. 39 Issue: 9, pp.333-343,

https://doi.org/10.1108/00400919710192368

Yukl, G. A. (1994). *Leadership in organizations* (3rd ed.). Prentice Hall.