

## ABSTRACT

Taffye Benson Clayton. THE ROLE OF RACE AND GENDER IN THE MENTORING EXPERIENCES AND CAREER SUCCESS OF AFRICAN AMERICAN FEMALE SENIOR EXECUTIVE ADMINISTRATORS IN HIGHER EDUCATION. (Under the direction of Dr. William Rouse, Jr.) Department of Educational Leadership, August, 2009.

From 1995 to 2005 education doctoral degrees conferred to African American females increased by 92%, however the increase in availability among this population for higher education administrator positions has not kept pace with the growth of African American female higher education doctoral graduates (Ryu, 2008). Such data have spurred inquiry regarding “double jeopardy” or the impact of race and gender bias on career success attainment among African American female administrators in higher education (Beale, 1979). These realities suggest the need for examining upward mobility barriers that may exist for African American female administrators in higher education, particularly barriers that may impede this profile of administrator from reaching the senior most levels of administration in higher education.

Mentoring is a practice identified by African American female professionals in corporate and higher education as a factor that contributes positively to career advancement and satisfaction (Catalyst, 2004) and access to mentoring is said to be the single most important reason why men tend to rise higher than women (Catalyst, 2001).

This study examines African American female senior executive administrators in higher education and their primary mentors relationships and

explores: (1) career and psychosocial mentoring functions, (2) race and gender influence in mentoring, (3) relationship initiation (mentor initiated, protégé initiated or mutually or naturally occurring) (4) perceptions regarding benefits from informal as compared to formal mentoring relationships, (5) the importance of multiple mentoring relationships or mentoring constellations (6) the critical career stages for mentoring for the protégé to gain maximum benefit and (7) the perceptions of the mentor regarding the mentoring relationship. The historical backdrop used to contextualize the study explores the political and social context and precursors to an increased presence of African American female professionals in the labor force. One of the appendices section discusses the impact of the civil rights movement and the advent of affirmative action. This appendix is included to establish an understanding of the public policy and societal infrastructure which allowed the introduction of women and minorities into a formerly prohibited employment arena.

THE ROLE OF RACE AND GENDER IN THE MENTORING EXPERIENCES  
AND CAREER SUCCESS OF AFRICAN AMERICAN FEMALE SENIOR  
EXECUTIVE ADMINISTRATORS IN HIGHER EDUCATION

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by

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EXECUTIVE ADMINISTRATORS

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## CHAPTER 1: INTRODUCTION

### Introduction

This chapter consists of an introduction which serves to contextualize this study and to outline its primary objectives. In addition to the introduction section, the chapter is organized by other large sections as well as several subsections. The larger sections are: the origin of mentoring which describes how the practice of mentoring began, mentoring and the organization which primarily describes how workplace mentoring evolved in American organizations, the language, concepts and theoretical frameworks of mentoring which provides a detailed conceptual framework for mentoring to better equip and acquaint the reader with mentoring nomenclature, ideas, structured concepts and knowledge derived from previous research. The language, concepts and theoretical framework section is divided into subsections addressing topics such as: informal and formal mentoring, differences in sponsors, role models and mentors, the nature of developmental relationships, mentoring relationship initiation, structure and process, mentoring functions, mentoring benefits, diversified mentoring relationships and the history and impact of affirmative action and equal employment opportunity on women in the labor force. Such information should allow the reader to more effectively navigate throughout this and subsequent chapters of this study. The chapter also includes sections addressing the purpose of the study, statement of the problem, the significance of the study, the research questions in this study and the study's operational definitions.

From 1995 to 2005 education doctoral degrees conferred to African American females increased by 92%.<sup>1</sup> While the data suggest an increase in availability among this particular population for positions in higher education, growth in the percentages of African American females in higher education administrator positions over recent years has not kept pace with the growth of African American female higher education doctoral graduates<sup>2</sup> (Ryu, 2008). Such data have spurred inquiry regarding “double jeopardy” or the impact of race and gender bias on career success attainment among African American female administrators in higher education (Beale, 1979). These realities suggest the need for examining upward mobility barriers that may exist for African American female administrators in higher education. Upon examination, research suggests that mentoring can positively impact upward career mobility for women and for African American women, in particular (Catalyst, 2004).

Mentoring is a practice identified by African American female professionals in the corporate sector and higher education as a factor that contributes positively to career advancement and satisfaction (Catalyst, 2004) and access to mentoring is said to be the single most important reason why men tend to rise higher than women (Catalyst, 2001). Formal or informal mentoring practices can serve as a powerful proactive mechanism for enhancing career advancement or an effective intervention tool to combat conditions symptomatic

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<sup>1</sup> See Appendix K: Table 1: Reflecting African American Female Doctoral Degree Earners 1995-2005.

<sup>2</sup> See Appendix L: Table 2: Reflecting African American Female Administrator Presence in Higher Education 1995-2005.

of an impenetrable glass ceiling (Blake-Beard, 2003; Moore-Brown, 2006). Current research fails to substantively address the unique mentoring and developmental experiences of African American female administrators (Howard-Vital & Morgan, 1993). More information about specific aspects of mentoring is needed to more effectively implement mentoring programs for minorities and women. Mentoring programs aimed at increasing the career success of African American female administrators at the highest levels in higher education can assist colleges and universities in attracting and retaining these administrators and can be vital for their overall success in academic organizations. This study contributes to the knowledge available about African American women, the importance of the delivery of mentoring functions by their mentors and insight into their overall mentoring experiences as administrators in higher education. Knowledge gained from this study enhances the existing but limited research regarding African American female administrators and their mentoring experiences. As its primary aim, this study seeks to determine if accomplished senior executive administrators (1) perceive that one category of functions is more important than the other (career-instrumental versus psychosocial-socio-emotional functions) in their primary mentoring relationship, (2) perceive that the race or gender of their mentor has been relevant in the mentor's ability to effectively fulfill the mentoring role in their primary mentoring relationship, (3) consider their primary mentoring relationship to be protégé initiated, mentor initiated or mutually or naturally occurring in nature, (4) perceive greater benefits

from the type of mentoring relationship (formal or informal), (5) are currently or have ever been involved in multiple mentoring relationships, (6) perceive there to be a specific career stage when mentoring has the most benefit. Additionally, the study examines the perceptions of mentors of the senior executive administrators to gain knowledge about their view of the mentoring relationship and their own mentoring effectiveness.

African American female senior executive administrators affiliated with predominantly white institutions (PWIs) in a public higher education system are the target population for this study.

### The Origin of Mentoring

Mentoring is widely accepted as a strategy for career mobility and success in organizations. Mentoring is defined differently by a variety of sources (Kram, 1985, p. 3). The lack of a standard definition<sup>3</sup> for the term “mentoring” caused by variations of thought regarding its exact meaning is well documented throughout the literature (Jacobi, 1991; Murray, 2001). The variance of thought regarding the meaning of mentoring was a serious issue in early mentoring studies, as scholars grappled with the implications for research<sup>3</sup> (Allen, Eby, & Rhodes, 2007).

Despite variations, a commonly accepted definition touching upon elements from iterations throughout the research is “a deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced person, with the mutually agreed goal of having the less skilled person grow and

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<sup>3</sup> See Appendix G: Figure 1: Sample Definitions of Mentoring Offered by Researchers and Respondents.

develop specific competencies” (Chao, Walz, & Gardner, 1992; Dreher & Cox, 1996; Gaskill, 1991; Kalbfleisch & Davies, 1991; Murray, 2001; Ragins & McFarlin, 1990).

Mentoring is one of the oldest forms of human development (Kram, 1985, p. 2; Shea, 1994, p. 13). The origin of mentoring practices can be found in mythological, religious, popular and research literature (Murray, 2001, p. 1). Anthropologists have determined that the origin of mentoring dates back to the Stone Age when early humans shared the skills and knowledge needed to perpetuate artisan, healing and weaponry design practices with younger humans (Shea, p. 13). Mentoring was an important practice within an evolving civilization. One of the first mentor relationships is referenced in Greek mythology, when Odysseus, before departing for the Trojan War entrusted the care and education of his young son Telemachus to his close friend and advisor, Mentor (Crosby, 1999; Dougherty, Turban, & Haggard, 2007; O’Neil & Blake-Beard, 2002). Interestingly, Mentor was actually the goddess Athena in disguise as a male figure, a detail which reveals implications of gender in some of the earliest documented mentoring history (Crosby, 1999; Dougherty et al., 2007; O’Neil & Blake-Beard). Subsequent to the mentoring relationship described in Homer’s epic *Odyssey*, fifteenth-century French cleric Fenelon, authored a French version of Homer’s *Odyssey* with enhanced details and “rich descriptions” of Mentor (Murray, 2001). It is this characterization that is thought by some to be the impetus for the inclusion of the word “mentor” in the Oxford English Dictionary

(Murray, 2001). Other early practices of mentoring within the work environment can be traced back to master-apprentice relationships that began in the Middle Ages (Murray, 2001). These practices later transitioned into an industrialized societal context characterized by employer-employee relationships (Murray, 2001). Levinson, Darrow, Klein, Levinson, and McKee (1978) described mentoring relationships as critically important to the life of a young adult male and central to the young male's development. Levinson's study is considered to be one of the most prolific studies of its time. However, because of its focus on the adult development and relationships of the lives of 40 white males, it offers little direct insight on mentoring relationships in heterogeneous contexts (Eby, Rhodes, & Allen, 2007).

In the 1970s mentoring programs begin to proliferate among public and private organizations in America (Wanberg, Welsh, & Hezlett, 2003). Corporate organizations in particular, began emphasizing mentoring programs in response to the influx of women and minorities into the American workforce (Murray, 2001, p. 9). Legislative and executive interventions of the mid to late 1960s codified Affirmative Action and implementation of the new laws and policies in the 1970s changed the face of the national labor market (Fernandez, 1981).

Mentoring began as informal networks defined primarily by senior white male executives advising and guiding junior white males through the labyrinth of professional protocol and politics towards success in relatively homogenous organizations. The practice later transitioned into a more inclusive and structured

employment strategy when corporations initiated mentoring programs in the 1970s following affirmative action gains (Barak, 2000; Murray, 2001, p. 9). Mentoring programs were reinvigorated again in the 1990s as corporate efforts to emphasize diversity became popular (Kalev & Dobbin, 2003, p. 8). Studies on mentoring participation have found that up to two-thirds of employees have engaged in some type of mentoring relationship (Chao et al., 1992; Ragins & Cotton, 1991; Ragins & Scandura, 1994).

### Mentoring In Organizations

Today's mentoring practices for professionals in organizational environments are designed to help the organization achieve an optimum level of performance by maximizing the effectiveness of its employees. One of the ways organizations can impact the goal of optimum performance is to ensure that each employee reaches his or her full potential. A commitment to mentoring by an organization is important to all employees, but can be particularly important to employees who are members of groups that have been historically marginalized within our society (Shea, 1994, p. 6). In a mentoring guidebook for organizations published by the American Management Association, Gordon Shea states that mentoring is used by organizations for the purpose of achieving the goals to advance the interests of special groups and populations; conserve and transfer special knowledge, skills and information; encourage protégé or mentee contribution; unify employees in a new social environment within the

organization; help individuals reach their full potential; enhance the competitive position of the organization and develop a more civil society (Shea, p. 7).

Mentoring was used prior to the 1980s for the purpose of advancing a select group of individuals for success within the organization. However, today's practices allow women and racial, ethnic and other definable minority groups to use mentoring to gain advantages in a manner similar to the "old boy's network" (Shea, 1994, p. 14). Today's corporate mentoring models intentionally address the issue of diversity by providing formal mentoring opportunities to all employees in contrast to unstructured, informal, employee initiated mentoring relationships characterized primarily by majority males perpetuating homogeneity within the upper ranks. In some cases, the diversity outcomes in mentoring are very visible in organizations. For example following implementation of a mentoring program in 1985, the DuPont Corporation saw the number of minorities in top management positions increase from 10 to 35% over a ten year period (Duncan, 1995, pp. 1-3).

The need for the transfer of knowledge and sharpening of skills among new recruits or existing employees with professional potential is another area into which mentoring efforts are factored in organizations, particularly those that are profit-driven. The onset of downsizing and early retirement practices necessitated a mechanism for maintaining institutional memory and expertise (Shea, 1994, p. 17). Market changes and a global economy require a rapid process for skill acquisition (Duncan, 1995). In this way, mentoring is seen as a transitional

strategy within the organization, offering a means for reliable knowledge, skill and expertise transfer to sustain the organization's flexibility and viability (Shea, p. 17). Transitional strategies developed by organizations to assist in the transfer of information can build in strategic diversity objectives that ensure the inclusion of women and minorities in such processes.

Mentoring can also be an effective tool for strategic and succession planning. Organizations sometimes overestimate the availability of professionals in the market or within the organization who are well-qualified and equipped to fill roles within the leadership hierarchy (Murray, 2001, p. 40). Even in cases in which external or internal candidates are well-qualified, they may still require training and development to adequately prepare them to assume either an unfamiliar role as a leader within the organization or to assume a leadership role in an unfamiliar organizational context (Crosby, 1987, p. 4; Murray, 2001, p. 40).

In either case, organizations can structure mentoring programs to directly address strategic and succession planning by providing high quality internal professional development programs to prepare current employees for upward mobility. A key component of these succession plans can include a mentoring component along with special emphasis on representation of women and minorities (Greer & Virick, 2008). Some companies like Allstate Insurance and Harley Davidson currently use direct mentoring as a component of a comprehensive succession planning program, as the developmental aspect of mentoring is critical to preparing future leadership. In instances where

succession planning is employed to enhance diversity within the senior leadership of organizations, mentoring can be a key component to prepare the internal pipeline of diverse talent. Through the use of succession strategies Allstate's gender diversity has grown with women now representing 40% of positions at the executive and management level, while 21% of those positions are held by racial and ethnic minorities (Greer & Virick). Similarly, Harley Davidson's strategic succession efforts have produced gender representation of 17% among corporate Vice Presidents (Greer & Virick).

Succession planning is not without its imperfections as evidenced by companies who have placed internal candidates in positions who lack sufficient training, development, experience and savvy to perform effectively and with credibility in senior leadership. Attention must be directed at balancing developmental, mentoring and leadership opportunities with the deference for the range of skills necessary for an internal candidate to transition into a high performance role subject to increased visibility, expectation and responsibility (Greer & Virick, 2008).

Similarly, female and minority focused models of mentoring and developmental programs, utilized as pipeline and succession planning tools, can be found in higher education. In her study about mentoring and female college presidents, Moore-Brown (2006) states that, "preparation for higher education administrative positions usually does not happen serendipitously". The study references identification and outreach processes in which candidates with

potential to serve as college presidents are contacted to engage in developmental opportunities (Moore-Brown, p. 663).

Seventy-five percent of the female presidents surveyed attended professional development programs to prepare them on the pathway to the presidency. Moore-Brown (2006) asserts these college CEOs also stated that a primary mentor was involved in identifying the type of developmental and leadership programs to attend. Not only were the female college presidents in Moore-Brown's study connected to a primary mentor, those primary mentors had a direct role in selecting which professional development opportunities should be pursued (Moore-Brown). The majority of the respondents attended the Harvard Education Management program, the American Council on National Identification Program, the American Council on Education Fellows program or the Bryn-Mawr College HERS program (Moore-Brown, p. 663). Mentoring is the common thread connecting succession planning and other innovative employment promotion and retention programs to increase the presence of women and minorities in organizations.

There can be clear benefits to using mentoring programs as mechanisms for strategic and succession planning, however, such mechanisms are only useful if there is a current or anticipated need for managers and leaders or in the case of higher education institutions, faculty, director- level or senior level administrator leaders, and an unwavering commitment by the organization's

leadership to promote candidates from within, with emphasis on women and minorities (Murray, 2001, p. 41).

In periods of downsizing, budget reduction or managed growth characterized by “leaner, flatter organizations” mentoring programs for primary use as succession planning tools may likely be unwise given the intended use and may cause unnecessary frustration among high potential employees, whether women, minorities or others, who may view such programs, in times of limited advancement opportunities, as expensive, insincere window dressing (Murray, 2001, p. 41). Conversely, if the organization views its role as providing mentoring opportunities to employees towards a broader purpose of advancement beyond the personnel and leadership needs of the current organization, then the organization may decide to employ leadership programs with a mentoring emphasis, with the understanding that without opportunities for advancement, the organization’s investment in employees, especially talented women and minorities, will likely be reaped by another organization.

Organizations expect that today’s protégé will be actively engaged as a partner in his/her own professional development such that the mentor-protégé relationship becomes a partnership with mutual input and benefit (Mullen & Noe, 1999; Shea, 1994, p. 17). This mutual input and benefit aspect of mentoring to both the mentor and protégé is referred to as an exchange process (Chao et al., 1992; Clawson, 1985; Fagenson, 1989; Hunt & Michael, 1983; Koberg, Boss, Chappell, & Ringer, 1994; Kram, 1985; Scandura & Schriesheim, 1994). Recent

literature terms mentoring relationships as “social exchange relationships” (Allen, Day & Lentz, 2005; Allen, Poteet, & Russell, 2000; Ensher, Thomas, & Murphy, 2001) in which the benefits of involvement by mentor and protégé must exceed costs (Blau, 1964; Homans, 1958). The empowered nature of employees is a fundamental precept in organizations that are attempting to create unity and a new shared culture in the work environment. This “new shared culture” is both essential to and a byproduct of the inculcation of workplace diversity and quality life practices in work organizations (Shea, p. 18).

Workforce diversity, quality life and wellness practices are characterized by employee empowerment, participation and collaboration and are becoming integral to the fabric of global corporations in America (Shea, 1994, p. 18). Corporations have taken positive steps by establishing diversity as a core principle, integrating programs that reinforce diversity and equity, creating a healthy and supportive climate and work environment and expanding opportunities for women and minorities through mentoring, developmental networks, affinity groups and intentional, inclusive promotion and succession plans. The “new shared culture” creates an atmosphere in which mentoring activities, among other positive career development programs, can flourish. The act of mentoring and the intentionality toward women and minorities demonstrates institutional commitment, encourages community, reinforces the tenets of empowerment and teamwork and perpetuates the organization’s “new shared culture” (Shea, p. 19). In this way, effective mentoring practices can

impact individual, interpersonal and organizational levels while advancing diversity, equity and access within the organization.

#### The Language, Concepts and Theoretical Frameworks of Mentoring

Mentoring experiences in organizations have impact on individual, interpersonal and institutional levels (Kram, 1985, p. 16; McGuire, 1999, p. 107). The experiences also have several defining aspects. These defining aspects must be clearly understood in order for one to become fully knowledgeable about the application of mentoring and professional developmental practices within the organizational environment and to better understand the mentoring experiences of African American female administrators in particular.

#### Informal and Formal Mentoring Relationships

There are two types of mentoring relationships in the professional workplace environment. The two types are termed as informal mentoring relationships and formal mentoring relationships.<sup>4</sup> Informal mentoring relationships are defined as having been initiated mutually based on ongoing interactions between the mentor and protégé (Blake-Beard, 2001b, p. 332). Byrne (1971) and Tsui and O'Reilly (1989) agree that in the case of informal mentoring relationships initiation is based on an attraction to one another influenced by perceived similarities.

These relationships typically develop over time and any structure in these relationships is imposed by the participants (Chao et al., 1992; Douglas &

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<sup>4</sup> See Appendix H: Figure 2: Characteristics of Informal and Formal Mentoring Relationships.

McCauley, 1999; Ragins & Cotton, 1999). Informal mentoring relationships are largely unregulated and may or may not have established expectations or goals (Kram, 1983; 1985). Despite the structure free appearance of informal mentoring relationships, these relationships are said to have greater benefit to the protégé (Chao et al.; Douglas & McCauley).

Formal mentoring relationships are structured in nature and are typically administered by a third party (Blake-Beard, 2001b; Kram, 1985; Noe, 1988b). The third party, typically an organization representative or affiliate is responsible for assigning employee protégés to senior mentors, developing and implementing mentor training programs and establishing expectations and goals for the mentoring program (Noe, 1988b; Ragins & Cotton, 1991; 1999). Formal mentoring programs tend to regulate the formal mentoring relationships resulting in such relationships lasting for a shorter period of time than informal mentoring relationships (Blake-Beard, 2001b, p. 333). As a result, formal relationships typically last for no longer than a year (Blake-Beard, 2001b, p. 333). Ragins and Cotton (1999) suggest that in formal mentoring programs, the mentors are more focused on being motivated to act on behalf of the organization in fulfilling the formal mentoring requirement, rather than being motivated to act on behalf the protégé for his or her personal advancement and well being. Also, when considering the visibility of being a mentor, acting on the behalf of a protégé in a manner to provide an intentional advantage or afford preferential treatment could

be viewed as favoritism among other junior employees (Ragins & Scandura, 1999).

Facilitated mentoring, a structural term introduced in more recent literature with applicability within the formal relationship, in particular, is defined as “a structure and series of processes designed to create effective mentoring relationships, guide the desired behavior change of those involved, and evaluate the results for the protégés, the mentors and the organization” (Murray, 2001, p. 5; Noe, 1988a; Ragins & Cotton, 1999). This term, in short, is used to describe the professionally managed process for formal mentoring programs.

There is debate within the literature regarding the level of effectiveness and benefits of informal versus formal mentoring. With respect to formal mentoring programs, few empirical studies have been conducted to measure program outcomes (Wanberg et al., 2003). Studies by Chao et al. (1992) and Ragins and Cotton (1999) generally concluded that protégés in informal mentoring relationships registered greater outcomes than those involved in formal mentoring relationships.

While the assigned parties in a formal or facilitated mentoring match may not have the benefit of mutual attraction and identity and similarities as in informal dyads, a positive aspect is the opportunity and the access to mentoring for all employees, especially women and minority junior employees. These programs connect junior and senior managers who otherwise would never interact on a one-on-one level without organizational intervention. At the very

least, such opportunities set the stage for new relationships, knowledge and growth among the formal mentoring dyads. Organizationally endorsed and operated formal and facilitated mentoring programs can also be an advantage as the training, scheduling and resource support provided offers assistance to new mentors who may have limited experiences in such relationships (Blake-Beard, 2001b). Since the research suggests that an indicator of mentoring willingness among senior mentors is prior experience in mentoring relationships, an organization's formal mentoring programs may serve as an impetus and initial investment, directing a path toward future mentoring activity among those who may not have ever chosen to participate in mentoring independently (Blake-Beard, 2001b). This outcome can yield a return on initial investment for the organization. On the other hand, even when considering the benefits of formal mentoring programs, Kram (1985) questions the ideology upon which the practice of organizational mentor matching is based, indicating that such practices of institutional intervention and good faith efforts are not without challenges or scrutiny (Blake-Beard, 2001b, p. 332; Kram, 1985, p. 185; Ragins & Scandura, 1997).

The value of organization initiated formal mentoring programs has also been sharply criticized, based on perceptions of the greater value and benefits of more "naturally-occurring" informal mentoring relationships (Ragins & Cotton, 1999). Additionally, because the degree of facilitation in formal mentoring programs may vary within and between organizations, comparative studies often

lack differentiation in quality, content or level of facilitation (Egan & Song, 2008). This lack of meticulous approach to differentiation in current studies presents challenges and limitations for the research (Allen, Eby, O'Brien, & Lentz, 2008; Wanberg et al., 2003).

Studies show that informal mentoring relationships are protected from the relational restrictions placed upon mentors and protégés in highly formal, third party facilitated mentoring relationships. Huston and Burgess (1979) discuss the importance of interpersonal closeness in mentoring relationships, crediting the achievement of such closeness between the mentor and protégé to the breadth, depth, intensity and duration of interactions. Similarly, Allen, Day, and Lentz (2005) discuss the role of interpersonal comfort in mentoring relationships with the study concluding that a positive association exists between informal mentoring relationships and interpersonal comfort in the career mentoring context. Of concern are the structural limitations of time and activity, the relatively short term of relationship and standardized expectations that are characteristic of facilitated formal mentoring programs that could impede the cultivation of depth in the mentoring relationship (Ragins & Cotton, 1999).

Comparatively, the emotional intensity and intimacy, frequent and unrestricted interactions and unmonitored activity within mentor-protégé relationships can create precarious circumstances, particularly as it relates to cross-gender dyads, when interactions are perceived as inappropriate or when behavior crosses the line into physical intimacy (Clawson & Kram, 1984; Fitt &

Newton, 1981; Ragins, 1989; Ragins & Cotton, 1991). Fitt and Newton found that 10% of protégés in cross-gender relationships admitted engaging in physical intimacy with their mentors. Similarly, Collins' (1983) early mentoring study found that over 25% of her female professional respondents admitted to sexual relations with their cross-gender mentor and the same percentage of male faculty in a study by Fitzgerald, Weitzman, Gold, and Ormerod (1988) disclosed having sexual relationships with female students whom they advised. Such liaisons in mentoring relationships can be extremely problematic for institutions (O'Neil, Horton, & Crosby, 1999, p. 73).

Interpersonal closeness and intimacy in cross-gender mentoring relationships have caused challenges historically (Murray, 2001, p. 194). However, in formal mentoring relationships the voids of interpersonal closeness and intimacy that exist are viewed as putting such relationships at a disadvantage (Huston & Burgess, 1979). Concerns regarding organization administered programs include the restrictions on the intensity and duration of interactions between the mentor and protégé, squelching of mentor creativity and absence of flexibility or authority to act in the interest of the protégé (Ragins & Cotton, 1999). Such limitations in the mentoring relationships can impede progress in both the career-instrumental and psychosocial-socio-emotional function areas and are seen ultimately as stifling to mutual learning and growth (Allen et al., 2007; Blake-Beard, 2001b, p. 333; Ragins & Cotton, 1999).

### Differences in Sponsors, Role Models and Mentors

A sponsor serves as an advocate for the junior protégé providing exposure to leaders within the organization and endorsing the protégé to leaders within the industry, profession or discipline (Murray, 2001, p. 13). The sponsoring relationship is described as an informal mentoring relationship in which the sponsoring individual may provide a range of functions to include promotion, recommendations, access to closed leadership settings, counsel regarding the norms and culture of the organization, resource and finance assistance with the transition into one's new role, where necessary and appropriate (Kram, 1985). The relationship between the sponsor and protégé is not highly interactive nor are the ties between a sponsor and protégé generally strong. Absent interaction or a direct tie, the protégé trusts that the sponsor will fulfill the relationship obligation (Darling, 1985). Sponsors typically are senior in rank, have broad spheres of influence and may advocate for one or more protégés within one or more organizations at any given time. Similarly, protégés may have more than one sponsor during their career (Crosby, 1999; Murray, p. 13).

Role models, while similar to sponsors, differ in that their function does not necessarily require any interaction with the protégé. In fact, in many instances, a role model relationship is realized simply by the protégé's cognitive awareness and emulation of admired behavioral traits of the role model (Crosby, 1999, p. 15; Murray, 2001, p. 14). Kram (1985) states that role modeling involves the senior person "setting a desirable example" for the junior protégé and providing a vision

of who the protégé can become (p. 33). Role models may be held in high esteem by one or more protégés at any given time and role models may also serve as sponsors or mentors in addition to being role models. Additionally, protégés may emulate the traits of more than one role model at any given time. Role modeling relationships are considered informal and unstructured (Crosby, p. 15; Murray, p. 14).

Kram considers role modeling as a psychosocial function, while in recent literature a new perspective asserts that role modeling is a separate stand alone category (Scandura, 1992). Blake-Beard (2003) believes that “the emergence of role modeling as an entity separate from the career and psychosocial functions is significant for women” (p. 3). The idea that role modeling is a third, distinct mentoring function, rather than a subcategory listing under the psychosocial function area is relevant to women as it confirms the distinct idea that professional women have the need to see other women who are successful leaders in their careers in order to visualize such a reality for themselves (Blake-Beard, 2003, p. 3).

As an example, an exit interview process at Arthur Anderson to determine why women were leaving the company found that women stated that they needed senior managers to provide them with career guidance on how to be successful (mentoring) as well as proof that success is achievable by witnessing the presence of successful women at the highest level of the organization. This point reinforces the importance for professional women to have access to gender

specific role models and in the case of African American female professionals, race and gender specific role models. Regardless of this clear difference of opinion between Kram's framework and Scandura's assertions, researchers generally agree on the basic descriptors and the importance of role modeling (Kram, 1985; Ragins & McFarlin, 1990).

Senior executives serving as primary mentors typically provide mentoring for one protégé at any given time as the mentoring process can be time-intensive for both parties (Shapiro, Haseltine, & Rowe, 1978). In formal mentoring relationships there is a structured or facilitated process and expectations are clearly communicated (Blake-Beard, 2001b, p. 333; Ragins & Cotton, 1999). Whether in a formal or informal mentoring relationship, in addition to performing the functions of a sponsor and role model, the mentor can serve as a guide and career counselor (Kram, 1985). The mentor provides the protégé with career path development, protection, tasks the protégé with challenging, high profile projects and assignments and promotes exposure and visibility (Kram, 1985; Ramaswani & Dreher, 2007, p. 216). Distinct from others, a primary mentor relationship in an informal mentoring context, is a developmental relationship characterized by significant emotional and professional investment and interpersonal trust by both parties (Kram, 1985, p. 24; Murray, 2001, p. 15; Shapiro et al., 1978). Shapiro et al. states, "primary relationships are highly exclusive, characterized by hierarchical relationships that have high emotional intensity" (Shapiro et al., p. 52). Primary relationships particularly those that are

informal, can provide the protégé with career-instrumental and psychosocial-socio-emotional functions creating intensity and depth on a professional and personal level (Kram, 1985, p. 24).

### Developmental Relationships

The term developmental relationship(s) covers the full spectrum of supportive relationships between adult professionals that are evidenced within modern day work organizations (Kram, 1985, p. 2). Developmental relationships are those relationships within the work organization that contribute to individual growth and career advancements (Kram, 1985, p. 4). Mentor, sponsor and role model relationships are examples of developmental relationships existing within the organizational environment (Kram, 1985, p. 4).

### Relationship Initiation, Structure and Processes

Relationship initiation and structure are distinguishing elements of formal mentoring processes (Eby et al., 2007). Ragin and Cotton (1999) noted the terms initiation and structure but also added “process” as an element in their study which details the nature of informal and formal mentoring relationships. Relationship initiation refers to the process by which the mentoring relationship is established. Depending on the nature of the mentoring relationship, it may be initiated by the mentor, protégé or the organization. In the case of formal mentoring relationship, the initiation process is administered by a third party, typically an organizational representative (Eby et al.).

Beyond the voluntary assignment or matching process, the mentoring relationship may or may not be continually facilitated or managed by an organization representative or affiliate. In some cases, formal mentoring relationships may involve nothing more than an initial pairing process by the organization (Chao et al., 1992; Klauss, 1981). These pairings are based on any number of factors to include job functions, demographic characteristics and interests (Finkelstein & Poteet, 2007). In other cases, formal mentoring relationships are fully administered and can be facilitated and monitored for the duration of the process by an organization representative (Chao et al.; Klauss; Noe, 1988a; Wilson & Elman, 1990).

Structure has an important role in formal mentoring relationships. Structure refers to a set of guidelines and expectations which govern the terms of the relationships. Such guidelines can be inclusive of training, interactions, activities, time and reporting, evaluation and monitoring, outcomes and goals (Eby et al., 2007). The structure definition is inclusive of the “process” term noted by Ragins and Cotton. Workplace mentoring programs may include among its emphasis areas strategies that focus mentoring programs to address institutional commitments to diversity and inclusion, succession planning and new professional transitioning (Eddy, Tannenbaum, Alliger, D’Abate, & Givens, 2001; Murray, 2001; Shea, 1994).

## Functions of Mentoring Relationships

Pioneering research by Kram (1985) posed two main categories of mentoring functions. These categories, career or instrumental functions and psychosocial or socio-emotional functions serve as the broad contexts into which various acts of mentoring can be placed.<sup>5</sup>

Career or instrumental functions are described as functions in a mentoring relationship that advance career progression within the organization. Mentoring functions such as coaching, providing access to closed networks, increasing protégé exposure and visibility, protégé protection and tasking protégé with high-profile and projects and assignments are considered to be part of the career function category. These functions are provided by a senior, influential, successful leader within the organization whose public endorsement, active support and guidance of the protégé provide the protégé with credibility and stature among peers and the foundation for building mutually enhancing peer relationships with fellow colleagues within the organization (Kram, 1985, p. 31).

Psychosocial or socio-emotional functions are described by Kram as “those aspects of a relationship that enhance an individual’s sense of competence, identity and effectiveness in a professional role” (Kram, 1985, p. 22). Role modeling, affirmation, acceptance, emotional support, counseling and friendship are considered to be psychosocial functions (Kram, 1985, p. 32). These functions are more personal in nature than career functions and they

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<sup>5</sup> See Appendix I: Figure 3: Types of Mentoring Functions.

affect career advancement as well as broader aspects of one's overall professional and personal experiences.

Career functions are characterized by what the mentor will do on behalf of the protégé to advance the protégé within the organization. To be successful as a mentor in the career function category the mentor must deliver benefits to the protégé by leveraging power and influence (Kram, 1985, p. 23). The protégé of course must perform at an exemplary level, meet high expectations and successfully complete tough assignments (Kram, 1985, p. 31). In the case of psychosocial functions, which are characterized by the quality and capacity of the mutual, interactive relationship between the mentor and the protégé, both parties must have the skills, competencies and interpersonal trust to address a range of functions that are, particularly in the cases of women and minorities, equally as vital to career advancement and success (Kram, 1985, p. 23).

Scandura and Pelligrini (2007) have developed a different conceptual model for mentoring functions. Ragins and McFarlin (1990) determined 11 mentoring functions rather than Kram's two categories and other researchers disagree with the utility of Kram's model in some respects, noting that the model does not take into consideration the variations of perspective by the mentor or protégé regarding the categorization of the functions. For example, career or instrumental functions, by definition are those which are said to be specific to career advancement of the protégé.

Through psychosocial functions the protégé receives support, affirmation, acceptance and encouragement which contribute to the protégés professional clarity and competence (Blake-Beard, 2003, p. 4). While the separation of career-instrumental and psychosocial-socio-emotional functions as distinct categories by Kram is supported by additional empirical studies (Ragins & McFarlin, 1990), one study (Scandura, 1992) has determined that role modeling is a separate category from the psychosocial function and another study (Sedlacek, Benjamin, Schlosser, & Sheu, 2007, p. 270) has been critical of the model noting that its two-factor construct allows for a “useful but limited” framework. Specifically, the study notes that Kram’s career-instrumental and psychosocial-socio-emotional models do not allow for the inclusion of the interactive element of identity (Sedlacek et al., 2007), creating an inability within the framework to accommodate unique variables that may have impact across categories and could further influence our knowledge in this area (Sedlacek et al.).

Citing a study by Benjamin (1995) conducted at a predominantly-white university which found that African American students construct “bipartite identities” in which they separated out their academic/institutional selves from their personal/cultural selves, Sedlacek et al. (2007) asserts that rigid categorical models can limit our knowledge about interactive elements that may potentially impact one or more of the categories. In Benjamin’s study, the personal and institutional categories separated out by African American students are impacted by the common threads of race, identity and racism. Sedlacek et al. argues that

any categorization must allow for the interaction of factors that cut across categories and in this instance, illuminates the factor of race, racism and identity as an applicable example (Sedlacek et al.).

### Mentoring Benefits to Protégés and Mentors

Of the existing studies examining the benefits of mentoring for protégés and mentors, there is agreement that there are benefits associated with the mentoring experience. Studies have found that mentoring benefits to protégés can include higher salaries, increased promotion rates and job satisfaction (Chao, 1997; Dreher & Ash, 1990; Fagenson, 1989; Kirchmeyer, 1998; Koberg et al., 1994). Other benefits to the protégé may include rapid assimilation into the organizational structure, accelerated leadership development, advancement of underrepresented group members and greater influence in the organization (Duncan, 1995; Gunn, 1995; Laabs, 1993).

The perceived lack of benefit or reward for mentors has been the commonly reported impediment by organizations to implementing a formal, facilitated mentoring program. Senior management talent require an understanding of tangible and intangible benefits of mentoring given the investment of energy, emotion and time to mentoring relationships (Murray, 2001, p. 66). Benefits to the mentor can include career revitalization, increased career and personal satisfaction, increased power, awareness and influence within the organization, a support network and learning from the protégé (Allen & Eby, 2003; Allen, Poteet, & Burroughs, 1997; Bozionelos, 2004; Burke &

McKeen, 1997; Hunt & Michael, 1983; Ragins & Scandura, 1994). Enhanced self-esteem, renewed interest in work, an influential relationship with protégé, protégé assistance on key projects and establishment of a legacy are among the other intangible benefits to the mentor (Murray, 2001, p. 63).

Structured mentoring programs may include defined reward systems with performance evaluation credit for satisfactory mentoring, public acknowledgement and/or other financial incentives including increased compensation (Murray, 2001, p. 67). Such reward systems signify the organization's commitment to the mentoring program. However, Shea (1994) prefers the "pureness" of mentoring as an exclusively voluntary activity, offering that the expectation of compensation by the mentor could contaminate the experience. Shea insists that mentoring is a helping relationship in which the mentor should assist the protégé unconditionally. It is this approach to mentoring, according to Shea that "frees participants from the duty and burden of obligation and allows their imaginations can soar" (Shea, p. 32).

#### Phases of a Mentoring Relationship

There are four phases in mentoring relationships, each defining a specific aspect of the relationship from its origin to completion and noting changes in the relationship over time (Kram, 1983; 1985; Levinson et al., 1978). While the activity within these phases may also apply to formal mentoring relationships, these phases are applicable primarily to informal mentoring relationships (Blake-Beard, 2001b). The phases are initiation, cultivation, separation and redefinition.

Each phase can be described as having its own set of complementary interactions and experiences between the mentor and protégé that distinctively define and fulfill the purpose of the particular phase, contributing to the overall evolution of the mentoring relationship<sup>6</sup> (Kram, 1983; 1985). The lifespan for mentoring relationships may vary, however, formal mentoring relationships are typically one year in duration and informal relationships may last from three to six years on average (Blake-Beard, 2001b, p. 335). Informal relationships in particular, have been said to last within the redefinition stage for as long as a lifetime, with the mentoring dyad continuing primarily as a strong bond friendship (Kram, 1985, p. 63).

At the initiation phase of the relationship, mentor and protégé are becoming acquainted with another, are spending time together to learn more about one another's interest and are assessing the potential for a positive mentoring relationship between them (Kram, 1985, p. 51). This period can be characterized by mentor and protégé interaction, protégé expressions of admiration of the mentor's professional skill and ability and desire of the protégé to have the attention of the mentor directed toward his/her development (Blake-Beard, 2001b, p. 333). The mentor begins assessing the skills of the protégé, determining which areas the protégé may require coaching or guidance. The mentor monitors the protégés performance on initial assignments, observes the ability of the protégé in addressing department or organization related issues and

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<sup>6</sup> See Appendix J: Figure 4: Phases of A Mentor Relationship.

views the protégés interactions with colleagues. Kram (1985) states that if the protégés performance is satisfactory, the mentor increases interaction, opportunities and assignments requiring more responsibility and skill. The mentor becomes more intentional in providing the necessary guidance and support to the protégé. Each party generally begins to develop positive perceptions about one another and the mentoring experience. The duration of the initiation phase is from six months to a year (Blake-Beard, 2001b, p. 333; Kram, 1985, p. 51).

The mentoring relationship continues in its development during the cultivation phase (Kram, 1985, p. 53). With the familiarity established during the earlier initiation phase, the mentor and protégé are officially in a relationship characterized by mutual interaction and benefit. Kram states at this point that the mentor accelerates activity, allowing the protégé more personal access and interaction and exposure to other key individuals within the organization. The mentor provides even more complex assignments and visibly commends the protégé to leaders when there is successful completion. Evidence of mutual exchange, intimacy and reciprocity between the mentor and protégé become more evident in this phase (Kram, 1985, p. 53).

During the cultivation period, Kram (1985) states that there are a number of career and psychosocial functions at work within the mentoring relationship. The performance of these functions by the mentor is dependent upon the needs of the protégé. The level of intimacy developed in the relationship, often evidenced by a fulfillment of a wide range of psychosocial needs by the mentor

for the protégé, is dependent upon the ability and comfort level of the mentor in performing these functions and the protégé's comfort level in receiving these functions from the mentor (Allen et al., 2005; Kram, 1985, p. 555). The average duration of this phase is generally between three to five years. The duration of the cultivation phase is the longest of any phase in a mentoring relationship, signifying the substantial and defining nature of this phase and its functions to the growth and overall evolution of the relationship (Kram, 1985, p. 52).

Kram (1985) states that the separation phase constitutes the third of four phases in the evolution of mentoring relationships. This phase is marked by a change in the relationship as the functions provided by the mentor and the complementary actions of the protégé begin to shift. The advent of the separation stage may appear as disrupting the balance of the relationship as the mentor functions provided to the protégé during initiation and cultivation are no longer needed and the protégé experiences a new level of professional maturity and independence (Kram, 1985, p. 55). This phase may involve fear, anxiety and a sense of loss for the mentor and the protégé as the existing relationship comes to an end (Kram, 1985, p. 56).

Emotional separation and loss of protection are common concerns of the protégé during this phase. The absence of directly influencing the development of a high performing protégé may promote a feeling of loss in the mentor (Blake-Beard, 2003). In healthy mentoring relationships, despite the sense of loss, the mentor is fulfilled with the contribution made to the protégé and the culmination of

the mentoring relationship. Kram (1985) states that ordinarily the mentor proceeds to encourage the protégé as the individual moves forward in the organization. The protégé is confident based on the growth, benefits and opportunities afforded by the mentoring relationship and transitions into a new, more autonomous status within the organization (Kram, 1985, p. 51).

The redefinition phase is the final phase of a mentoring relationship (Kram, 1985, p. 61). In this phase the mentor and protégé are active in defining the new relationship that will emerge as a result of the substantial professional and emotional investment made by both parties during the pre-existing mentoring relationship. If the pre-existing mentoring relationship involved the mentor primarily providing career or instrumental functions, there may be less of a basis for a continuing strong bond friendship (Kram, 1985, p. 61). In such cases, the parties may enjoy an acquaintanceship and remain friendly. In cases when psychosocial functions were more prominently provided by the mentor, the strength and capacity of the mentor-protégé relationship may produce a strong bond friendship with occasional mentor-like interactions such as advisement and counseling as needed (Kram, 1985, p. 62).

Kram's mentoring phase model has been widely cited in mentoring research and represents one of the only models in the field capturing the components of a mentoring relationship's life cycle. Each of Kram's studies is highly respected and her work serves as preeminent source of knowledge in the field. At least two studies Chao (1997) and Pollock (1995) support the legitimacy

of the mentoring phase cycle developed by Kram. Researchers continue to recommend further research in this area based on the paucity of empirical investigation about mentoring phases (Wanberg et al., 2003).

#### Common Configurations in Mentoring Relationships

Mentoring relationships may be configured in a variety of constructs. A primary factor in their configuration is organizational hierarchy (Ragins, 1995). A traditional mentoring configuration involving one mentor and one protégé is called a mentoring dyad. Dyads may be constructed in a senior professional-junior professional, peer-peer or supervisor or superior-subordinate configuration (Fagenson-Eland, Baugh, & Lankau, 2005). Additionally, dyadic configurations may include two professionals from within the organization in an intra-intra organizational dyad or can feature a professional from within the organization and another professional external to the organization in an intra-inter construct (Thomas, 1999). In fact, Murrell, Blake-Beard, Porter, and Perkins-Williamson (2008) state that inter-organizational or mentoring relationships across a consortium of institutions may prove to be a more viable solution to connecting diverse professionals within organizations to mentors as the rank and power of potential diverse mentors in any single organization may be limited.

Slight variations to these configurations may exist within unique settings. For example, within the higher education setting, there may be faculty-student mentoring relationships, which could still be classified as a superior-subordinate configuration or faculty-faculty dyads which would qualify as peer-peer

constructs. The configuration of any mentoring dyad is influenced by organizational hierarchy and follows the pattern established by the organization for formal mentoring constructs (Kram, 1985). Informal mentoring relationships, though non-facilitated within the organization, typically follow the same primary dyadic construct as formal mentoring dyads (Kram, 1985; Finkelstein & Poteet, 2007).

Cross-gender dyads are the most commonly discussed diverse mentoring constructs in mentoring literature (McGuire & Larkin, 2005). Cross-gender dyads exist when one individual in the mentoring relationship is male and the other is female. Research in the area of cross-gender dyads and the impact on gender in mentoring relationships has increased since the late 1970s, with several notable studies by various scholars (Ragins, 1989; Ragins & Cotton, 1991; Ragins & McFarlin, 1990; Scandura & Ragins, 1993).

Research regarding the cross-race mentoring dyad is found less often in the mentoring literature (McGuire & Larkin, 2005). A cross-race dyad exists when one individual in the mentoring relationship is of one race and another member is of a different race. For the last two decades, research on the topic of cross-race dyads and the impact of race on mentoring relationships and experiences has become more available, though scarce in proportion to other more researched aspects of mentoring. A rather consistent finding from race and mentoring studies is the report from African American managers, male and female, about

the low levels of psychosocial support received from cross-race mentoring relationships (Koberg, Boss, & Goodman, 1998; Thomas, 1990).

### Diversified Mentoring Relationships

Diversified mentoring relationships are mentor-protégé relationships in which the parties differ “on the basis of race, ethnicity, gender, sexual orientation, disability, religion, socio-economic class or other group relationships associated with power in organizations” (Ragins, 1997; 2007). These relationships take into account the mentor or protégés membership in a dominant or non-dominant group and the power implications of that group membership within the specific organizational context (Ragins, 2007).

These diverse relationships reflect the reality of the demographic shifts within the United States and the implication of these demographic changes on society, organizations, interpersonal relations and individuals (Barak, 2000). The approach to diversified mentoring relationships also accounts for the often unnoted complexities of diversity. For many years, studies of diverse mentoring experiences were non-existent. Only recently has the literature begun to reflect experiences of some segments within the diversity spectrum (Dreher & Cox, 1996; Fagenson, 1989; Noe, Greenberger, & Wang, 2002; Ragins & Cotton, 1999; Ragins & Scandura, 1994).

As for the categorical presence of diversity-related topics in mentoring literature, that is, separate mentoring studies on race and gender, gender appears first with noted studies by (Hubbard & Robinson, 1998; McGuire, 1999;

Noe, 1988b; O'Neil & Blake-Beard, 2002; Ragins, 1999a; Ragin & Cotton, 1999) followed by race, (Blake-Beard, 1999; Cox & Nkomo, 1990; Dreher & Cox, 1996; Ibarra, 1995; Koberg et al., 1994; McGuire, 1999; Thomas, 1990) and a few other topics such as socio-economic class (Hoyt & Dietz-Uhler, 1998, p. 189). Of the limited existing diversity literature, most studies deal with demographics such as race and gender, often omitting discussion of power elements in such relationships and rarely uncovering knowledge on forms of human difference beyond gender and race.

Moreover, there are limited studies which consider combinations of diversity-related topics to arrive at new discoveries regarding intersections within such combinations (Ragins, 2007). One relevant injection into the mentoring discourse in recent years has been the discussion of power, race and rank within organizations and the impact of these elements on mentoring relationships. In his 1990 study, Thomas found an interesting example of African American manager protégés in an organization seeking out other African-American colleagues outside of their department or area of specialization for psychosocial support to supplement the mentoring dyad assignments arranged by the organization (Ragins, 1999b, p. 230; Thomas, 1990, p. 10). Interestingly, this occurrence among African American professionals in Thomas' study speaks to the importance of the need for psychosocial mentoring functions in relationships involving African American protégés in the study to the point that they would seek

it out themselves as well as the necessity of mentoring relationships that exist to meet the career-instrumental needs of these protégés.

Blake-Beard, Murrell, and Thomas (2007) have coined the phrase, “mentoring tax” as a way to describe the additional effort required by minorities to seek out mentoring relationships that are not legitimized as part of the organization’s facilitated mentoring infrastructure to meet their need for psychosocial support, even when they have existing organizationally endorsed mentoring relationships. The reality however, found in Thomas’ (1990) study is that these relationships often simply do not meet the needs of African American protégés relative to psychosocial support. In some cases, as referenced by Zey’s (1984) book, *The Mentor Connection*, the action-oriented nature of career-instrumental behaviors are assigned greater value within a mentor function hierarchy than the psychosocial needs or “feelings” as Zey references in his hierarchical model. This ambivalence among some regarding the importance of these needs of African American protégés delegitimizes the worth of these functions as survival and success mechanisms among African American professionals (Blake-Beard et al., 2007).

Murrell et al. (2008) state that in sum, the needs of African American and other minority protégés encompass both career-instrumental and psychosocial. They state that “formal mentoring relationships must not simply be about matching individuals across diverse boundaries (e.g., race, ethnicity, gender) they must also be about creating access to power and the development of trust

among those individuals who traditionally have been excluded from the knowledge and resources that will support their success and the success of the organization” (Murrell et al., p. 277). Thomas (1990) states that “the power imbalance within organizations is reinforced as blacks tread lightly, carefully and Whites go on comfortably about their business. The powerful can choose what to ignore” (Thomas, 1990, p. 284). Each of these examples underscores the necessity of addressing the imbalance created by the existing power dynamic in organizations that may historically have excluded particular groups (Corsun & Costen, 2001). If not addressed, this dynamic continues to reinforce the status quo and ultimately preserves the organization’s traditional practices which have largely been exclusionary (Ragins, 1995, p. 97). If more whites were better equipped with the cultural competencies necessary to provide effective psychosocial functions to minority protégés and African Americans and other minorities were more empowered in the organization as mentors who could provide the career-instrumental benefits to a protégé with the power comparable to a white male mentor, our organizations would be better positioned to serve the needs of all employee protégés (Ragins, 2007, p. 282; Murrell et al., 2008, p. 278).

Today’s paucity of available research on diversity and its many components may be explained by diversity’s delayed debut in the literature. The late start by scholars on research about diversity and mentoring relationships has obstructed the knowledge flow on these important topics and created a greater

demand for new knowledge of these issues in the literary marketplace. Such delays have directly impacted the research yielding the virtual non-existence of literature on the intersections of race and gender, a powerful demographic duality defining the lives and influencing the careers of American female professionals in general and African American female senior and director-level administrators in higher education as specific to this study.

The History of Affirmative Action and Equal Employment Opportunity and  
Increased Presence of Women and Minorities in the Labor Force

In order to understand the role of mentoring in the lives of African American female administrators in non-segregated American higher education, one must have knowledge of the journey of African American women into the American workforce. Historically, this journey has been characterized by exclusion, segregation and discrimination. The road to entry into the racially integrated professional labor market for African American women has been paved as a result of civil rights activism by individuals as well as the work of strategic alliances to influence public policy. This activism ultimately prompted changes in policies and laws to provide access and opportunity to minorities and also to women. The shift in the political and legal landscape for African Americans and women in America resulted in a proliferation of African Americans and women professionals into a newly integrated public and private sector and the need for effective human resources and professional development tools and

strategies to facilitate the transition and success of these new diverse populations (Rai & Critzer, 2000).

The advent of affirmative action factored prominently into the emergence of African American female professionals in the American labor market and ultimately into the presence of African American female administrators into a non-segregated higher education context. Access to an integrated professional environment could not have occurred for African American female administrators in higher education without the sweeping policy and legal changes engendered by affirmative action as, prior to affirmative action, there was no legal protection against the denial of access to function as a gainfully employed African American in an integrated work environment (Rai & Critzer, 2000).

Therefore, the history of affirmative action and its significance in the present day reality of African Americans, women and African American female administrators specifically, is considerable and relevant to a deeper understanding of the historical plight of African Americans and women in American society, and the current state of women, minorities and employment in this country (Weiss, 1997, p. 138). In the text of this study, the author synthesizes and creates an appendix of the historic evolution and impact of civil rights, equal employment opportunity and affirmative action on the American labor force. Further details of the impact of equal employment opportunity and

affirmative action to the American labor market can be found in Appendix A of this study.<sup>7</sup>

### Purpose of This Study

The purpose of this study is to examine the mentoring experiences and the role of career and psychosocial mentoring functions in the lives and careers of African American female senior executive administrators at predominantly white institutions (PWIs) in a public higher education system in a particular state. The study probes the mentoring experiences of these accomplished African American administrators who bear a unique profile within an elite echelon of higher education leaders in the state and nation.

The study investigates African American female senior executive administrators as protégés and their former or current primary mentoring relationships to determine: (1) the importance of career and psychosocial mentoring functions, (2) the relevance of race and gender in the relationship, (3) the nature of relationship initiation (mentor initiated, protégé initiated or mutually or naturally occurring) (4) perceptions regarding benefits from informal as compared to formal mentoring relationships, (5) the importance of multiple mentoring relationships or mentoring constellations (6) if there are critical career stages when the protégé can gain the maximum benefit from mentoring and (7) the perceptions of the mentor regarding the mentoring relationship and mentoring

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<sup>7</sup> See Appendix A: Historical Overview of Affirmative Action and Entry of Females Into the Workforce.

effectiveness are the primary issues to be examined among African American female senior executive and their primary mentors.

The senior executive administrators interviewed in this study were asked to provide the name and contact information for their most influential primary mentor. Mentors identified were contacted for interview and were asked to share demographic characteristics, views about the functions performed in the mentoring relationship, perceptions of the mentoring experience and perceptions regarding their own mentor effectiveness.

Recent data from the American Council on Education's 2008 Minority Status Report reveals that between 1995 and 2005, the total number of master's degrees earned by African Americans more than doubled from 25,000 to 53, 000. Additionally, African Americans doctoral degree recipients increased from 1,600 in 1995 to 2,900 in 2005; an increase of nearly 84%. African American women accounted for nearly three-quarters of the growth in master's and doctoral degrees and 90% of the growth in professional degrees during the same period. "As of 2005, African American women were outnumbering their male counterparts by wide margins at all three degree levels."

The number of education doctoral degrees conferred to African American females between 1995 and 2005 increased by over 92%. The data regarding master's, doctoral and professional degree attainment among African American females, combined with growth in education doctorate degrees conferred to this

population, suggests a probable increase of the availability pool of applicants for opportunities in higher education.

There has been a steady growth rate of African American female administrators in higher education from 1995 to 2005. From 1995 to 1999, African American female presence grew from 6,822 or 4.9% to 7,887 or 5.0%. During years 2001 to 2005, growth registered from 7,822 or 5.4% to 10,784 or 5.7%. These numbers demonstrate a rate of steady growth but also illuminate the scarce representation of African American female administrators in higher education.

Record growth in African American female administrators could suggest a promising future for newly minted African American females PhD and EdD graduates in the field of higher education, however patterns of underrepresentation in key positions within academic institutions and career neutralization among increasing numbers of African American female administrators require new and thoughtful interventions.

Are the ills of “double jeopardy”, a term coined by Beale (1979) at play as asked by Moses (1989) who states that African American female professionals in academe are unable to escape the intersecting web of bias created by racism and sexism? Does the lack of professional guidance and institutional wisdom allow for misdirection of talented African American female administrators into narrow, stunted or type-casted career paths instead of fast tracks or clear career progression routes? Harvey (1999) states that success of

African Americans in high-level positions at predominantly white colleges and universities, is a rare instance, usually occurring in spite of, rather than because of the system (p. 3).

These realities suggest the need for examining upward mobility barriers that may exist for African American female administrators in higher education. Left unchecked the continuation of underrepresentation of African American female administrators following record years of growth in African American female doctoral degree holders could signal acute challenges for institutions that value diversity. Mentoring is a practice identified by African American female professionals in corporate and higher education organizations as a factor that contributes positively to career advancement and satisfaction (Catalyst, 2004). Formal or informal mentoring practices can serve as a powerful proactive mechanism for enhancing career advancement or effective intervention tools to combat conditions symptomatic of an impenetrable glass ceiling (Blake-Beard, 2003; Moore-Brown, 2006). Considering the use of mentoring by many organizations as a tool to increase career success among African American female administrators, it is important to conduct research to learn more about protégé perceptions regarding the effectiveness of mentoring programs upon which such great expectations are placed.

The context of this higher education study is influenced by the corporate sector as a result of the growing body of literature about race, gender and mentoring in corporate organizations and similarities in the profiles and

experiences of African American female corporate executives and managers and female senior executive administrators in higher education. While similarities exist, the research also accounts for distinct differences. Indeed, there are aspects of a common journey along the career ladder among African American female professionals in corporations and higher education, but there are defining characteristics of context that clearly distinguish the venerable academic ivory tower.

The contemporary higher education institution poses striking juxtaposition both as a modern diverse academic center with students engaged in a common quest for knowledge and a historic bastion of intellectualism, steeped in exclusive tradition, guarding, among other academic treasures, a coveted tenure process which continues to elude so many women and minority faculty. This juxtaposition is one of many in higher education. Overt, exclusionary practices of the past and today's, undetected de facto race and gender impediments may be mediated by an increasing rate of diversity growth in communities throughout the nation. Staggering growth in immigrant communities and a global economy are among several factors redefining American society (Barak, 2000, p. 50). Diversity realities such as these are the drivers that are already demanding change in corporate and higher education organizations. These demands reinvigorate diversity discourse and fold into an existing list of priorities. These priorities reflect a rationale based on inclusion as well as differentiation and define the modern diversity and equity landscape in public higher education.

The increasing presence of women and minorities has energized organization's efforts to promote pathways to opportunity and progress in the workplace beyond initial recruitment (Barak, 2000, p. 50). For that reason, many organizations, including higher education institutions, are embracing the mentoring concept as it provides a mechanism for the implementation of good faith efforts towards retaining, developing, promoting and providing a contribution to the overall professional success of women and minorities (Kalev & Dobbin, 2003, p. 3). There remains much to be learned however, about African American senior executive administrators, their perceptions regarding the effectiveness of mentoring and the impact of mentoring as a strategy for the career development and promotion of African American females to the highest administrative levels in higher education.

#### Statement of the Problem

Though African American women have made strides in attaining new levels in leadership as administrators, they remain underrepresented at the highest levels at American higher education institutions (Howard-Vital & Morgan, 1993, p. 2; Moses, 1989, p. 2). With all the gains through the last three decades, the glass ceiling for women in America still creates an invisible barrier evidenced by the gender void in top executive leadership roles in corporate and higher education (Blake-Beard, 2001a, p. 1). For African American women, "double jeopardy" or being African American and female, can impose advancement

barriers based on race and gender biases (Blake-Beard, 2001a, p. 2; Carter, Pearson, & Shavlik, 1988; Moses, p. 15).

One of the key benefits of mentoring is career advancement and success for the protégé. Mentoring can be a tool to assist women with breaking through the glass ceiling into the highest realm of leadership available in organizations (Blake-Beard, 2003). Access to mentoring is said to be the single most important reason why men tend to rise higher than women (Catalyst, 2001).

Since African American women, in particular, are among the most underrepresented within the executive suite, whether corporate or academic, attention should be directed toward the perceptions of accomplished African American higher education senior executive administrators regarding the role of mentoring and its functions in relationship to success in their lives and careers.

#### Significance of the Study

Current research fails to substantively address the unique mentoring and developmental experiences of African American female administrators (Howard-Vital & Morgan, 1993). This study has implications for the field of mentoring research as it will contribute to the knowledge available about African American women and their mentoring experiences as administrators in higher education. Little is published regarding the specific experiences of African American female administrators in higher education (Moses, 1989). Research available regarding African American females in academe focuses primarily on students and faculty, creating a need for examination into the career experiences of the African

American female administrator. Alexander and Scott (1983) reference the paucity of research in this area and state the need for more research focusing on the career progression of female administrators and African Americans in particular. Moses states that African American women have been participants in academia for more than a century but remain absent from the research literature. She also states that the experiences of racism and sexism in the lives of African Americans in higher education are severely under-researched (Moses, p. 1).

The reality of scarce availability of research holds true with respect to African American female administrators and mentoring. Over the last two decades, mentoring literature investigating race and gender has grown (Ragins, 2007, p. 283), however, most studies have not been situated in the context of higher education (Moore-Brown, 2006). Of those studies that have focused on mentoring in higher education, the constituencies have been student or faculty, with minor attention to administrators, a fact underscoring the need for administrator-focused mentoring research.

Numerous studies of business and industry offer accounts of the merits of mentoring (Blake-Beard, 1999; Dreher & Ash, 1990; Fagenson, 1989; Hunt & Michael, 1983; Koberg et al., 1994; Noe, 1988a; Ragins, 1989; Ragins & Scandura, 1999; Thomas, 2001). There are even studies regarding the experiences of African American women in higher education which offer references to the importance of mentoring as a career advancement strategy (Howard-Vital & Morgan, 1993; Moses, 1989). To this point, however, there have

been few studies to investigate linkages between African American female administrator perceptions of mentoring functions and the impact of the delivery of those functions on the career success of women (Johnsrud, 1991).

Methodological approaches in previous mentoring research have been the subject of critique, particularly on the topics of race and gender (Allen et al., 2008; Ragins, 1999b). Concerns regarding the lack of dimension and depth in studies, overuse of self-reporting data approaches and lack of differentiation between forms of mentoring have been documented in the literature (Ragins, 1999b). New race and gender related mentoring research must be expanded to explore mentoring in relationship to the career advancement and success of African American female administrators.

Blake-Beard et al. (2007) state that much of this research on mentoring and race still assumes that race does not influence the mentoring relationship, while not acknowledging in some cases the omission of race in the literature that has historically been filled by generalizing findings of the majority research to minority groups. Blake-Beard et al. states further that “when we accept models that have been defined based on the experience of one dominant racial or ethnic groups (unless explicitly stated as part of the research model), we silence our ability to articulate the authentic dynamics of mentoring relationships within a diverse organizational context. Instead of drawing conclusions that bring us closer to the truth about human behavior in organizations, we are drawing artificial distinctions that move us further away from this true understanding”

(Blake-Beard et al., p. 25). This study will examine the mentoring perceptions of African American female senior executive administrators with respect to their mentoring relationships and experiences.

Voids in dyadic data are also limiting for cross-race and cross-gender dyad studies (Ragins, 2007, p. 282) as mentoring literature often excludes any reference to the experiences of the mentor. Such exclusions deny the reader information from an important dyad representative and eliminate the opportunity for insight into shared or conflicting perspectives among dyad members (Atkinson, Casas, & Neville, 1994; Crosby, 1999; Ragins & Cotton, 1991; Ragins & Scandura, 1994). Examining perceptions of mentors of African American female senior executive administrators and their most influential primary mentor promotes inclusion of both mentor and protégé perspectives offering a fuller, more balanced account of the total mentoring relationship.

This study provides colleges and universities with specific knowledge to inform organization mentoring practices in higher education. While approaches to mentoring programs among campuses vary, specific findings from this study can offer practical information to formal, structured mentoring programs or to informal mentoring practices to better address the needs of African American female and other administrators.

Growth over the last decade in the number of master and doctoral degree-bearing African American females suggests an increase in availability pools of potential administrator talent for campuses. As a part of comprehensive

recruitment and retention plans, institutions should strengthen mentoring practices with upgraded and refreshed approaches. Institutions must ask the questions, “How well are we recruiting African American female administrators? Where are African American female administrators within our organization? How are they faring in performance evaluations, promotional patterns, professional development opportunities, compensation growth, career satisfaction and retention rates? Do barriers exist and if so, how well are the existing models for mentoring serving African American female administrators to address barriers? Effective mentoring of African American female administrators and African American female professionals in higher education with the potential to become female administrators is one tool that can be utilized to impact the goal of increasing the number of African American female senior executive administrators in higher education.

Gaining further insight into administrator perceptions regarding the value of career and psychosocial mentoring functions and the administrator perceptions regarding the effectiveness of the delivery of those functions by the mentor is vital to understanding how mentoring practices can be strengthened to provide the assistance towards career success for African American female administrators.

## Research Questions

### *Primary Question*

1. Which category of mentoring functions ranks higher as it relates to having contributed most directly to the professional success of these administrators, career or psychosocial? How?

### *Other Areas of Inquiry for the African American Female Administrator Protégé*

2. What has been the race and gender of the primary mentor(s) during the administrator's career?

3. Has the race or gender of the administrator's mentor been a relevant factor in the administrator protégé's perception of the mentor's ability to deliver both career and psychosocial mentoring functions and to effectively fulfill the role of mentor?

4. What is the nature of the administrator's primary mentoring relationship?

5. Has the type of mentoring relationship, (i.e. formal or informal or mentor-initiated, protégé-initiated or mutually-initiated) impacted the administrator's perceptions regarding the benefits?

6. Is or has the administrator engaged in multiple mentor relationships?

7. Does the administrator think that having more than one mentoring relationship is an option or a necessity?

8. Were additional mentoring relationships sought by the protégé based on perceptions of mentor ineffectiveness in the delivery of mentoring functions?

9. At what stage of the senior and director-level administrator's career did mentoring functions make the most difference?

10. Did the administrator experience upward mobility in the organization during or following the mentoring relationship(s)?

*For the Mentor*

1. Do the mentors of the African American senior administrators believe that mentoring functions contributed to the protégés success?

2. Which type of mentoring function was provided most frequently, career or psychosocial?

3. Which mentoring function was provided most effectively?

4. Do you perceive that you delivered mentoring functions effectively to your protégé?

Operational Definitions

The operational definitions for this study are as follows:

*Senior Executive Administrator* - For the purposes of this study, senior executive administrator is defined as Chancellor, Vice Chancellor, President, Vice President, Provost, Vice Provost, University Attorney/General Counsel and /or any position that is included as part of the Chancellor's or President's Executive Council or Senior Administrative Cabinet on any given campus.

## CHAPTER 2: REVIEW OF LITERATURE

There are three sections in chapter 2: (1) mentoring and gender, (2) mentoring and race and African American female administrators, and (3) mentors and career advancement. The first section discusses the implications of gender on mentoring experiences and the second section discusses the implications of race on mentoring experiences. The last section of this chapter deals with the strategy of mentoring as a useful tool in advancing the careers of African American female administrators.

The presence of race and gender discussions in mentoring literature was largely excluded until the 1980s (Cox & Nkomo, 1990; Nkomo, 1992). Before that time, much of mentoring discourse reflected the initial stage of research in nearly any discipline. Early works by researchers introduced language, concepts and theoretical frameworks as an initial infrastructure to which new knowledge in the field could be added. The work of Kram (1985), a forerunner in the field, established the foundational framework containing many of the large conceptual components of present day mentoring discourse. Initial mentoring research, while solid in many respects, has been critiqued in retrospective research regarding its methodological vulnerability evidenced by the stagnancy of depth and dimension in selected approaches by researchers (Allen et al., 2008; Ragins, 1999b). Categorical discussions of mentoring around issues of race and gender began following Kram's pioneering work, with gender preceding race in its literary debut (Blake-Beard, 1999; Crosby, 1999, p. 10).

The categories of gender and race can be found trickling into mentoring literature in the late 1980s with a surge of interest in research in each of these areas in the 1990s. Of interest is the fact that while growth in mentoring research has occurred in the distinct categories of race and gender, there are only few examples of cases in which researchers have dealt with the distinct complexities of the intersections of race and gender as it relates specifically to African American female professionals and their mentoring experiences. As a result, perspectives and issues related to African American women and mentoring in the literature until recent years, have been largely unrepresented (Bell, 1990; Blake-Beard, 1999, p. 85; Nkomo, 1992). Despite earlier omission, there are currently notable contributions to the field which have categorically explored the role of race and gender in mentoring.

In keeping with the evolution of the literature on race, gender and race and gender intersections in mentoring relationships, this review of literature begins broadly by first examining categorical studies of gender, followed by race and lastly includes literature which addresses both race and gender categories in relationship to mentoring. The review reflects the studies completed largely within the corporate context, with as many examples of studies within an academic context as are available. With minor exception, the review focuses on mentoring practices in the workplace context.

Based on the relevance of the graduate school academic experience to the professional journey of university administrators, and more specifically in the

case of this study, the journey of African American female senior executive administrators in particular, there are two references to studies involving graduate student protégés and mentoring relationships. There is also mention of methodological challenges in the research and minor theoretical disagreements among mentoring scholars.

The theoretical framework used as context for this research study is based on four theories: social identity theory, relationship demography theory, homophily theory and diversified mentoring relationships. Social identity theory, popularized by Tajfel and Turner (1986) examines the impact of group association with self-concept and relationship demography theory (Tsui, Egan, & O'Reilly, 1992; Tsui, Egan, & Xin, 1995) addresses the causes and consequences of the composition of employee demographic attributes on a dyad or group relationship. The third theoretical prong, homophily (Ibarra, 1993, 1995; Marsden, 1987; Rogers & Kincaid, 1981) is described as “the degree to which pairs of individuals who interact are similar in identity or organizational group affiliations.”

The fourth theory, diversified mentoring relationship theory, has been coined by Ragins (1995) who describes such relationships as “a fact of life for minorities in organizations” and defines them as mentoring relationships composed of mentors and protégés who differ in group membership associated with power differences in organizations. Ragins (1997) contends that minorities

are far more likely than majority members of organizations to be engaged in diversified mentoring relationships.

Examples of such groups in organizations that can differ in power perspectives are race, ethnicity, gender, class, disability, sexual orientation (Ragins, 1995; 1997; 1999a; 2007). Given the history of our nation regarding race, gender and identity, the relationship of these identity elements to the power structure of most American organizations and the predominance of white males in positions of power in organizations, this four-pronged theoretical framework fits squarely into the nature of this study.

There are various examples in which the theoretical basis set forth in social identity theory, relational demography theory, homophily and diversified mentoring relationship theory can be found in the mentoring literature. Typically, in mentoring research, these theories have been used to explain interactions among cross-race and cross-gender mentoring dyads. Of particular interest to this study has been how these theories provide clarity regarding the delivery of both career and psychosocial mentoring functions. Several studies have suggested, consistent with the theme among three of the four theoretical frameworks, that the psychosocial functions of mentoring require deeper emotional and identity connections (Kram, 1985; Murray, 2001; Shapiro et al., 1978). As a result, in same-race and same-gender dyads the same-race or same-gender mentor should theoretically provide more effective psychosocial functions than if the mentor were of a different race or gender. While there are

indications in the literature of interpersonal comfort (Allen et al., 2005), strong identity ties and stronger emotional connections among individuals with whom the mentor and protégé can more strongly identify (Blake-Beard, 2003; Huston & Burgess, 1979; Scandura, 1992), there is less clarity regarding which mentoring functions are valued more by African American female administrators or why those mentoring functions are of greater value. Further, while there is agreement among African American female professionals that mentoring is a tool for career success, there is little nuanced discussion regarding what elements of mentoring African American female administrators believe are specifically tied to their career success, when the mentoring functions they perceive as being most vital should be delivered to have greatest impact and whether or not they perceive mentoring experiences have resulted in their own upward mobility. Answers and enlightenment around these questions will serve as a means to an ends of determining what, if any, connections the information offered by administrators in this study has to elements of race and/or gender.

While evidence of the viability of the theoretical models upon which this research study is based can be found in existing research, there are also instances in which aspects of social identity theory, relational demography theory and homophily in particular, are challenged. Though some research links race (Koberg et al., 1998; Thomas, 1990; Viator, 2001) or gender (Burke, 1984; McGuire, 1999; Noe, 1988b) to the receipt of higher levels of psychosocial functions in particular and some studies that link increased levels of psychosocial

functions to same-gender mentoring dyads specifically (Ragins & Cotton, 1999) other studies find that females protégés paired with male mentors report higher levels of career functions (Sosik & Godshalk, 2000) and instances in which there is no significant difference found in receipt of career or psychosocial mentoring functions by the racial minority or female protégé (Ragins & McFarlin, 1990; Scandura & Williams, 2001; Sosik & Godshalk; Thomas, 1990). The issue of mentoring functions and perceptions of minority protégés regarding effective delivery of these functions by one's mentor, however, is one of interest and relevance.

The essence of this line of inquiry in this study is to determine if race and/or gender are relevant in mentoring relationships, if African American senior executive administrators and/or their most influential primary mentor perceive an association between race and/or gender and the ability to effectively deliver career or psychosocial functions, if there has been a particular point in the administrator's career when the delivery of career or psychosocial functions has been considered more important, if career and psychosocial functions are considered important enough that the administrator has ever felt compelled to seek such functions beyond an existing primary mentoring relationship (via multiple mentoring relationships) and if the administrator's perceptions indicate that a combination of career and psychosocial mentoring functions is required for overall career success. As insight into these questions is gained, an analysis of

the elements of race and gender within the context of the information gained from interviews is explored.

### Mentoring and Gender

Much of the literature on mentoring and gender revolves around four basic areas of inquiry. Major questions are: Do women have access to mentors differently than men?; Do women have the same number of mentoring relationships as men?; Do women have the same type (formal or informal) of mentoring relationships?; Do women receive the same mentoring functions as men in their mentoring relationships?; Do women reap benefits from mentoring differently than men? Research regarding these questions shapes the literature in this area.

On the issue of access to mentoring, researchers question if there are differences in access for women and men to mentors. This issue is prominent in discussions regarding the glass ceiling phenomenon in organizations and its impact on career advancement for women. With respect to women and mentoring, the issue of barriers to mentoring emerges, as studies seek to determine if barriers exist for women that do not exist for men (Ragins, 1989). Some theorists have suggested that women face more challenges engaging a mentor than their male counterparts (Hunt & Michael, 1983; Kram, 1985; Noe, 1988b; Ragins, 1989) citing interpersonal and organizational barriers as the cause (Ragins & Cotton, 1991). Researchers link the proliferation of formal

mentoring programs aimed at advancing women as a response by industry to the gender barrier theory (Klauss, 1981; Phillips-Jones, 2003).

Early reasons supporting the theory of gender barriers to women and mentoring are (1) concerns of women regarding perceptions of inappropriate intimate or sexual behavior in cross-gender mentoring relationships (Bowen, 1985; Fitt & Newton, 1981), (2) restrictions of traditional gender role expectations preventing women from initiating mentoring relationships with men (Bushardt & Allen, 1988; Maccoby & Jacklin, 1974) and (3) women's lack of access to male informal circles and networks to forge cross-gender relationships (Hunt & Michael, 1983; Zey, 1984). Another obvious reason stated in a study on barriers to female-mentor, male-protégé cross-gender dyadic relationships that applies also in this instance is the lack of women in organizations' management and leadership positions. This issue impacts the availability of women as possible mentors for any protégé—male or female (Hunt & Michael; Kanter, 1977a; Noe, 1988a; Ragins, 1999a; Ragins & Cotton, 1999; Ragin & Scandura, 1994). The same situation has been found to be true of women's leadership voids in academia as such voids limit mentor availability (Jones, 1997). As more women began moving into management positions the likelihood of their consideration as mentors for women increased (Burke & McKeen, 1997; Ragins, 1997). The idea of an increase of female corporate managers was touted as a development that could allay and even remedy concerns posed by cross-gender mentoring relationships. However, the circumstances were more complicated, given that

some career women, who functioned in the dual role of career woman and primary caregiver in the family, did not necessarily have time to commit to mentoring other women (Cullen & Luna, 1993). McGuire (1999) states that owing to recognition of the interdependence of structural and social contexts, to include work and family, "people's family responsibilities may limit the amount of time they have to interact" (McGuire, 1999, p. 107) or in this case, to serve as a mentor. Therefore, the potential lack of availability of women managers as mentors could pose an additional access or barrier issue for female protégés. However, studies tell us that women are still as likely as men to mentor junior women within their organizations (Ragin & McFarlin, 1990) and prior experience in mentoring relationships serve as a key indicator of willingness among professional women to serve as mentors to other women in an organization (Ragins & Cotton, 1991).

The summary of findings in the research at this point regarding women's access to mentoring concludes that women are as likely to report having a mentor as men (Hubbard & Robinson, 1998; McGuire, 1999; Ragins, 1999a; Ragins & Cotton, 1999; Witt Smith, Smith, & Markham, 2000). It is quite interesting that women's perceptions were not always consistent with this finding. In the case of Ragins and Cotton (1991) study, women perceived the presence of more barriers to mentoring relationships than men even after the researchers controlled for factors such as age, rank and tenure. The researchers stated that the women's perceptions existed even in light of the fact that "they did not differ

from men in reported fears about taking an assertive role in initiating the mentoring relationship or in their views about who is responsible for making the first move” (Ragins & Cotton, 1991, p. 948). That is to say the women did not appear to subscribe to traditional gender models which would restrict women from being the initiators in a mentoring relationship. Ragins and Cotton state that the women could perceive that in spite of being willing to take the risk to initiate a cross-gender mentoring relationship there are risks associated from that perspective and in that sense the risk involved with the action could be viewed as a barrier (Ragins & Cotton, 1991). Though the weight of the research is on the side of there being no significant difference between the access of men and women to mentoring relationships, interesting findings remain. Two studies by Thomas (1990) and Mobley, Jaret, Marsh, and Lim (1994) of managers and lawyers respectively, found that women were more likely than men to have experienced mentoring relationship. In the academic context a study by Hubbard and Robinson (1998) of administrators in higher administration found that women, more than men, were more likely to have a mentor early in their career while graduate student focused studies by Busch (1985) and Keith and Moore (1995) found no differences in the degree to which women were able to access mentors in relationship to males.

Answers to the next two inquiries regarding the type of mentoring relationships women have as compared with men and the functions received within those relationships are somewhat intersected in the literature. A primary

reason for this is the relational aspect of the type of mentoring relationships to the nature of the functions received. There are examples in the research supporting the greater benefits of informal mentoring relationships in comparison to formal mentoring relationships (Allen, Day, & Lentz, 2002; Chao et al., 1992).

Mentoring relationships that develop naturally without outside assistance are considered informal in nature (Allen, Eby, & Rhodes, 2007, p. 12) while formal relationships are those which include a third party facilitator or a more structured organizational approach (Murray, 2001). Research draws distinctions between formal and informal mentoring relationships as the functions provided and perceived benefits and outcomes of these relationships can differ. An Allen, Eby, Poteat, Lentz, and Lima (2004) study of formal and informal protégés from two different organizations, found that individuals in informal relationships reported higher levels of career mentoring and higher quality mentoring relationships. Chao et al. (1992) found that individuals in formal relationships reported receiving lower levels of career mentoring functions than those in informal relationships. However, Fagenson-Eland, Marks, and Amendola (1997) found no association of the type of mentoring relationship (formal or informal) to the reported level of career functions, but found reports of lower levels of psychosocial functions among formal protégés as compared to informal protégés (Fagenson-Eland et al., 1997). Ragins and Cotton's (1999) study found lower levels of mentoring functions among formal mentoring protégés in comparison to informal mentoring protégés in nearly every function category as well as lower

compensation levels for formal protégés than informal protégés (Ragin & Cotton, 1999). Such findings suggest an interesting distinction between the benefits and outcomes of informal and formal mentoring relationships though there is little clarity regarding the reasons for these differences.

With regard to the two types of mentoring functions, career-instrumental and psychosocial-socio-emotional, women are said to require different mentoring functions than men to be successful in organizations (Ragins, 1997). Further, there are studies which suggest that women set forth different criteria for mentors than men (Ragin, 1989). Ragins (1989) theorized that psychosocial-socio-emotional functions were of particular importance to women in mentoring relationships. This need could account for any differences in the types of mentoring relationships and functions provided to women. The findings of research on this topic are inconclusive. Of the two types of mentoring Koberg et al. (1994) and McGuire (1999) determined that there were differences in the amount of career-instrumental mentoring functions provided to female protégés as compared to men. Sosik and Godshalk (2000) found that women received more career-instrumental mentoring functions than men. In contrast, the greater balance of findings in studies have found that there is no difference among male and female protégés in the career-instrumental functions provided by their mentors (Burke, 1984; Burke, McKeen, & McKenna, 1990; Noe, 1988b; Ragins & Cotton, 1999; Ragins & McFarlin, 1990; Thomas, 1990).

As it relates to psychosocial mentoring functions, McGuire (1999), Noe (1988b), and Burke (1984) record that women receive higher levels of psychosocial-socio-emotional mentoring functions than men but in this case the greater weight of the research has found no difference (Koberg et al., 1998; Ragins & McFarlin, 1990; Scandura & Williams, 2001; Sosik & Godshalk, 2000; Thomas, 1990).

As for the function of role modeling, an area defined by differences of opinion by scholars Kram (1985) who considers it a dimension of psychosocial mentoring and Scandura (1992) who considers it a separate and distinct mentoring function, a study found that women receive more role modeling than men (Sosik & Godshalk, 2000) while others found no difference (Burke, 1984; Ragins & Cotton, 1999; Ragins & Mc Farlin, 1990; Scandura & Williams, 2001).

Studies reveal that the gender and relationship initiation may influence the types of mentoring functions provided to the protégé. One study found that female protégés paired with male mentors reported more career-instrumental mentoring functions in comparison to female protégés in same-gender dyad relationships (Sosik & Godshalk, 2000). Ragins and Cotton (1999) found that female protégés received more psychosocial functions in same-gender dyads when compared to those in cross-gender dyads.

Relationship initiation was studied by Scandura and Williams (2001) who found that female protégés received more mentoring functions as compared to males when the male mentor himself or both the male mentor and the female

protégé mutually initiated the mentoring relationship but less when the female protégé herself initiated the relationship. With regard to the lesser degree of mentoring received by female protégés when the protégé herself initiates the mentoring relationship in a cross-gender dyad, this finding plays into the issue of perceived risk in initiating cross-gender mentoring relationships among female protégés in Ragins and Cotton (1991) study and supports their theory of the perception among female protégés that such risk could be considered a barrier for women to mentoring.

The research studying differences in mentoring benefits and outcomes between female and male protégés is non-definitive. Two studies found that female protégés with male mentors received greater compensation (Wallace, 2001) or had a combination of higher compensation and career attainment (Bahniuk, Hill, & Darus, 1996) than female protégés with same-gender mentors. Dreher and Cox (1996) found that the combination of mentor gender and mentor race had an association with protégé compensation. Their study found the compensation levels of protégés with white male mentors to be greater than individuals without mentors. A study of executives in medicine by Weil and Kimball (1996) found that protégés with white male mentors had higher compensation levels than protégés with other mentors.

In the research of differences in benefits and outcomes for female protégés, studies did not consider the organizational rank of the mentors and the power related to one's positioning within the organization. Similarly, the specific

nature of the relationship of the mentor to the protégé is also important, as a mentor-supervisor of a protégé, even without a position at the highest level in an organization, could have more direct influence than other differently situated mentors in a protégés compensation increases. Therefore, the matter of nature of relationship to the protégé is also an important consideration. This example of is but one of the knowledge voids that exists based on the choice of methodological approach by researchers in the field.

### Mentoring and Race

There are three overarching, salient questions posed by mentoring research regarding race. Those questions are: Do racial minority protégés have access to mentors and mentoring relationships like white protégés?; Do racial minority protégés receive mentoring functions (relative to quantity and quality) in the same way that white protégés receive them?; and Do racial minorities reap the same benefits from their mentoring relationships as compared to white protégés?

Based on earlier studies, theories had arisen in the mentoring research about the role of race and gender in mentoring relationships. An accepted theory that formation and effectiveness of mentoring relationships can be influenced by identity factors such as race and gender is supported by some early mentoring research findings. Kram (1985) established the characteristics of mutual attraction and interpersonal chemistry in mentoring relationships. While Thomas and Alderfer (1989) asserted that gender and race affect a wide range of life

experiences and are important influences in shaping life perspectives. Similarly, the theory of relationship demography Tsui and O'Reilly (1989), one prong of the theoretical foundation used for this study, notes the relationship between self-concept and group identity. From that theoretical basis, Tsui and Reilly's study demonstrates that in a supervisor-subordinate dyad, the racial composition of the dyad impacts the formulation of a mentoring or developmental relationship and influences the type of functions which occur in the relationship. Considering these existing theories and findings, several researchers conducted subsequent studies to gain more knowledge about the role of race and identity factors in mentoring.

Subsequent to earlier hypotheses and theories, Dreher and Cox's (1996) study of MBA graduates and their mentoring relationships as well as Greenhaus, Parasuraman, and Wormley (1990) and Thomas (1990), whose studies both examined manager and non-manager mentoring relationships, found that racial minorities are not less likely than whites to have a mentor.

A year before Dreher and Cox's (1996) study, Ibarra (1995) conducted a similar study. Ibarra was interested in determining if barriers existed for racial minorities in the forming of mentoring relationships, noting that examining obstacles could assist in strategic development for overcoming them. Further, research by Dickens and Dickens (1982) and Fernandez, (1991) found earlier that the lack of more vigorous career advancement of racial minorities could be explained based on their exclusion from social networks (Ibarra, 1995).

Blau and Alba (1982) and Brass (1984) found that employees in the organizations with relationships expanding beyond the scope of the interactions required for work are more powerful than others. Campbell, Marsden, and Hurlbert (1986) determined that with respect to the range of one's network (Burt, 1992; Granovetter, 1973), defined as "the diversity of group affiliations encompassed and the potential access to information and resources from diverse and distant subgroups afforded by one's network," (Granovetter, 1973, p. 1364; Ibarra, 1995, p. 674) that merely reaching a range of others is not enough as individuals must be in a position to be materially instrumental to one's success (Ibarra, 1995; Lin, 1982). Ibarra (1995) found that high-performing minorities more often engaged in same-race and cross-race mentoring dyads. Ibarra reasoned that minorities needed the emotional support and survival strategies characteristic of the psychosocial function as and provided authentically by the same-race mentoring dyadic relationship and the career benefits, coaching, protection and often exclusive alliances that are offered by the career/instrumental functions of majority (typically white male) mentors.

Ibarra's (1995) study determined that high performing racial minorities formulated networks inclusive of same-race and cross-race developmental relationships. Ibarra's (1995) finding contradicted Zey's (1984) theoretical model which placed feelings (psychosocial functions) below action behaviors (career-instrumental functions) in a mentoring function hierarchy.

Thomas (1990) reasons similarly, observing that African Americans gain more psychosocial support in same-race dyads, (as do Whites) but also desire to meet organizational expectations and reap the career benefits by developing relationships of stature within the White hierarchy. To offset the psychosocial support absent from their primary formal mentoring relationships with primarily white male mentors, African American and other racial and ethnic minorities were creating for themselves an additional network, as referenced by Ibarra (1995). It is the combination of these networks that creates a winning formula for African American protégés.

Reports of the mentoring functions (quantity/quality) received by racial minorities are very limited. A study of black and white women in the corporate sector conducted by Blake-Beard (1999) found that both groups received equitable amounts of mentoring. Blake-Beard's (1999) followed a 1989 study by Nkomo and Cox which found that most mentors in organizational settings were white males who would likely select protégés viewed as similar, thereby decreasing the likelihood that racial minorities would have access to mentoring at comparable rates with Whites. A study two years later by Cox and Nkomo (1991) found that racial minorities received less mentoring.

The hypothesis suggesting difference between mentoring functions received by racial minority protégés and those received by white protégés are cause for examination. Two studies exploring differences in reports of career-instrumental mentoring functions among racial minorities and Whites have shown

no differences between the two (Thomas, 1990; Viator, 2001), with another study (Koberg et al., 1994) concluding that racial minorities received more career-instrumental mentoring than Whites.

In terms of psychosocial functions received by racial minority protégés as compared to white protégés, two studies reported less psychosocial support (Koberg et al., 1998; Viator, 2001) received by racial minorities, however, Thomas (1990) determined protégé race was unrelated to the psychosocial-socio-emotional functions received. What was determined regarding psychosocial-socio-emotional functions was that protégés in same-race dyads report higher levels of psychosocial-socio-emotional functions from their mentors than those in cross-race dyads (Koberg et al., 1998; Thomas, 1990). These findings are supported in a later study by Viator who found that African American protégés reported more psychosocial mentoring and role modeling from African American mentors than other mentors.

In Koberg's study the researcher, using a model introduced by Hunt and Michael (1983) investigated how characteristics of an organization or an organization's work group and characteristics of the protégé-mentor dyad impact psychosocial mentoring among health care professionals. Koberg was quite intentional regarding the consideration of variables within the organizational structure such as position and rank that may influence mentoring outcomes, taking under advisement Kram's assertion that "features of an organization can either create or interfere with conditions that support mentoring" (Kram, 1985, p.

17) and that the rank and power of a mentor can impact mentor effectiveness and protégé success in an organization (Kram, 1985). In addition to high levels of psychosocial trust among same-race mentoring dyads, Koberg found that protégé characteristics (education and ethnicity), gender and racial composition of the protégé-mentor dyad and intra-group trust and leader approachability influence psychosocial mentoring (Koberg et al., 1998).

In closing notes of his study of 88 black and 107 white managers in a single corporation, Thomas (1990) found no difference in the career-instrumental mentoring functions received by black and white manager protégés in same-race or cross-race mentoring dyads but found higher levels of psychosocial-socio-emotional functions among black and white manager protégés in same-race dyads. Thomas (1990) offers as explanation a theory suggesting that any growth in the mentoring relationships in cross-race dyads which moved the relationship beyond the parameters of career-instrumental functions may have been thwarted by the lack of interpersonal comfort between the cross-race mentor and protégé, inhibiting the cross-race mentor's ability to provide adequate psychosocial-socio-emotional functions to the protégé (Thomas, 1990).

On the question of benefits and outcomes, compensation comparisons are consistent with some of the earlier referenced findings relative to gender which indicate that protégés of white males, regardless of protégé race report higher levels of compensation when compared to protégés of mentors from other races

or employees who report no mentoring relationships at all (Dreher & Cox, 1996; Weil & Kimball, 1996).

The issue of the intersection of race and gender and the impact of that intersection on workplace mentoring experiences is one which directly relates to the essence of this study. It is also the area within the research that is least talked about with intentionality and explication. There are instances in which knowledge has been gained indirectly from studies that were designed to categorically explore race or gender and workplace mentoring, yet yielded information about African American females, for example, as a result of the race or gender study.

McGuire and Larkin (2005) state that there is “virtually no research regarding how workers’ race and sex influence mentor-protégé relationships” (p. 3). As a result, McGuire contends that we know “very little about how the mentoring experiences of women of color, men of color, white women and white men compare” (p. 3). Additionally, we know little about the confluence of race and gender and the impact of that combination on mentoring experiences. To McGuire’s point, one of the necessary steps to know more about how experiences among these groups compare is to have substantive knowledge about each group. In the case of African American female professionals, we still know very little about their specific experiences.

In McGuire’s study of 1,313 mentoring dyads featuring black and white employees in a large financial services corporation, McGuire found that there

were little data to support the research hypothesis that race and sex directly effect mentoring functions. The study found that being in a same-gender male dyad resulted in more assistance with promotions while being in either an all-white or all-black mentoring dyad increased the protégés opportunities to interact with managers and leaders. These findings help us understand how demographic similarities in dyads impact mentoring outcomes and if outcomes differ based upon the type of demographic similarity. The study also found that in same-gender dyads, women received more psychosocial support. This finding is consistent with findings from earlier studies by Burke and McKeen (1997), Gaskill (1991), Koberg et al. (1998), and Thomas (1990), but inconsistent with findings from studies from Ragins and Cotton (1999) and Ragins and McFarlin (1990) which found no effect in same-gender or cross-gender dyads. McGuire and Larkin's (2005) study found that the organizational context of this study, a majority female company, had unique characteristics that likely played into the results. The author recommends that based on the predominant female presence in this company, a similar study should be conducted in a different, demographically rich and balanced organization. McGuire also suggests that future studies should more specifically compare black women and white women's mentoring experiences, explaining that the lack of a substantial black female sample in this instance, limited the study's ability to compare more measures among black and white women.

Reports by Catalyst (2001, 2004, 2006), and studies by Blake-Beard (1999; 2003) and Thomas and Alderfer (1989) and Thomas (1990) account for the most noted works beginning in the late 1980s and continuing through the 1990s, with specific interest to date in African American female mentoring and its relationship to career success. A 2004 report by Catalyst, cautions against drawing inaccurate conclusions from aggregated data which may combine the results of females from varying racial and ethnic minority groups and varying experiences (Catalyst, 2004).

Catalyst, a research and advisory organization founded for the purpose of advancing women in business, reports that informal and formal mentoring networks play a role in women's advancement and that women of color are not a monolithic group. The Catalyst report states "the personal and professional profiles of the African American women research participants are quite different from those of Latinas and Asian women. African American women also face issues growing out of their unique history in the United States" (Catalyst, 2004, p. 3). A 2004 study on African American women found that of the women surveyed, more than 50% of the women have a graduate education but are less likely than Latinas or Asians to be from a middle or upper-class household (Catalyst, 2004).

The professional profile, in terms of status attained within a work organization by African American women was similar to the attainment of Latinas, but exceeded the attainment of Asian women. The study also found that for African American women, the unique history of slavery, segregation and

discrimination impacts the relationships of these women with others in the workplace. These women balance efforts to address their lack of close career enhancing relationships within the workplace with efforts to guard how much they share about themselves with others. The Catalyst report stated that African American women do effectively form relationships at work among colleagues and, compared to Asian women and Latinas are most likely to have a mentor. The study also found that, unlike Asian women and Latinas, African American women consider the relationships they have with white women in the workplace to be “conflicted” (Catalyst, 2004).

The issue of “conflicted” feelings is consistent with the issues found in an examination of race and gender intersections by Blake-Beard (1999). Blake-Beard’s qualitative mentoring study found that African American female protégés were angry and distrustful towards white women. According to Brinson and Kottler (2002), distrust of white Americans among minority groups is “based on years of oppression and cultural misunderstandings” (Bowman, Kite, Branscombe, & Williams, 1999, p. 34). The surprisingly negative feelings expressed by several of the African American female respondents regarding their relationships with White women are rooted in historical truths. Distrust, personal and emotional detachment, a guarded disposition, hurt and anger were among the responses and expressions observed in Blake-Beard’s (1999) study. Examples from the women’s rights struggle, led by White women, and staunchly supported by African American female civil rights icons such as Mary Church

Terrell and Sojourner Truth served as a historical framework to make sense of the negative expressions. History notes that African American women withstood blatant racism from some white women. In the South, some white women suffragist even used racism to advance the rationale for women's suffrage. Hurtado (1989) writes that African American women were betrayed as the suffrage movement shifted from a view that advanced the right to vote for all women to a view supporting the right to vote for white women only. These feelings may influence personal and professional relationship building among white and African American women and are among the reasons why Blake-Beard's (1999) qualitative mentoring studies offered few positive examples of African American protégés mentored by white women in the workplace. Blake-Beard (1999) states that following a series of informal interviews with African American female professionals, a prevailing theme of historically rooted mistrust among African American female and white female professionals emerged. Negative perceptions of white female professionals among African American female professionals have implications for cross-race, same-gender mentoring dyads.

Similar perceptions are noted in an earlier study (Thomas & Aldefer, 1989). Thomas and Aldefer state that the behavior of the black women in same-sex cross-gender mentoring dyads, due to an expected "polite" nature in professional environments, is characterized by a silent suppression of feelings of distrust and the projection of a public showing of sisterhood. Thomas notes that

this projection of common sisterhood is often at odds with the reality of racial difference. The severity of distrust in this study was significant enough to undermine any prospect for cross-race, same-gender mentoring relationships among the women, a reality that substantially decreased the opportunity for exchange and learning (Thomas & Aldefer).

In contrast and inconsistent with the theory of Brinson and Kottler (2002), the African American female protégés reported positively regarding their relationships with white male mentors. One may question whether or not the African American women interviewed associated the white mentor more positively with power and success, rationalizing the necessity of relationship with him and neutralizing any feelings of anger or distrust. In contrast, the African American women, considering their attitudes toward white women may have rationalized that the white women, in this case were not as powerful and therefore would not be as instrumental to their career success (Thomas & Alderfer, 1989).

African American female professional protégés reflected on positive experiences in cross-gender, same-race mentoring dyads with African American males, an observation offering context indicative of the sequence in which African American males and females were introduced to positions of high rank in the corporate sector (Blake-Beard, 1999; Thomas, 1990). It is appropriate, given the entrance of the black male onto the corporate executive stage prior to that of the black female, that black males would be in a position to mentor black female

protégés. The existence of such same-race (African-American female protégé and African-American male mentor) dyad examples, however, are exceptional in nature according to Blake-Beard (Blake-Beard, 1999).

Most of the participants in Blake-Beard's study reported positive relationships and interactions with their White male mentors and a few studies support the idea that when African American female and White males enter into mentoring relationships, that those relationships are of a positive nature (Blake-Beard, 1999; Moore-Brown, 2006; Simon, Perry, & Roff, 2008). These positive accounts may indicate that the African American female protégé has set expectations of the mentoring relationships that exclude the need for psychosocial mentoring functions from the White male in anticipation of the likelihood that such needs cannot be met effectively in a cross-race, cross-gender dyad, thus lowering expectations in that area. In addition to this deduction there are other research findings that provide a deeper understanding of the potential complexities of cross-race mentoring dyads.

In contrast to Blake-Beard's research on the perceptions of African American females and their relationships with White females and Thomas and Alderfers' (1989) study documenting how racial history impacts mentoring relationships, Thomas' (1990) study found that protégés in same-gender relationships received more career and psychosocial support than did protégés in cross-gender mentoring dyads. Koberg et al. (1998) registered similar findings

regarding higher levels of psychosocial function mentoring from same-gender dyads than from cross-gender dyads.

Given the presence of African American women in Thomas' (1990) study of 88 black managers and 107 white managers, constituting 487 developmental relationships, this finding could mean, with regard to African American women, that a majority of African American female protégés experienced a same-gender, same-race mentoring dyad. In the case that African American women were predominantly matched with female mentors, with white women substantially represented as an option for dyad match, these findings may suggest that despite examples of distrust among African American and White same-gender dyads, that gender commonality served as a more powerful conciliatory factor in these instances. It also might suggest, given the finding in Thomas' (1990) research which indicated that African American women reported generally positive relationships with white males in cross-race, cross-sex mentoring dyads, that African American females are neutral, having no particular preference when given the choice between white male or white female mentors.

In Thomas' (1990) study of developmental relationships, he found, consistent with Blake-Beard's 1999 study that white males were cited most as the group serving as mentor for all other race and gender groups. However, a number of the black females, black males and white females cited their mentor as being of their own racial or own gender group or *both*, revealing the fact that these groups had multiple mentoring relationships (Thomas, 1990).

Thomas (1990) also found that the multiple developmental relationships existing among African American employees, in some cases, expanded beyond departmental and hierarchical parameters. This detail reveals that African Americans initiated relationships with fellow African Americans within the organization in other departments and in a status different from their own within the hierarchy. The African American employees were willing to seek out other African American employees for support. These findings are significant on multiple levels. The intentionality exhibited by these African American employees in seeking mentors or pursuing protégés supports findings of another study that suggests that the psychosocial needs of African American employees are often unfulfilled in cross-race mentoring dyads (Koberg et al., 1998; Viator, 2001). In the cases in which African Americans do receive positive cross-race dyadic psychosocial mentoring, the White mentor is comfortable and conversant on issues of racism and difference as is the African American protégé. This detail suggests that, in the absence of same-race dyad options, cultural capacity and communication on the part of both parties can positively mediate racial difference (Thomas, 1990).

The Catalyst (2004) report also reports that of the African American female respondents, the majority did not discuss race in the workplace because they felt that white colleagues cannot discuss it with the seriousness or the sensitivity it deserves. This finding seems to support Thomas' conclusion that there is value in increased cultural capacity and sensitivity among Whites when

considering the impact of such cultural competencies on cross-race mentoring relationships (Catalyst, 2004). The report also suggests that African American women are very meticulous in the level of disclosure of themselves and their experiences among colleagues. This issue of managing communication and interaction with colleagues may be based on African American female professional's understanding of her "high visibility image" which increases the chances for "greater scrutiny" if challenges arise, as well as her keen understanding about the amenities of privilege enjoyed by the empowered segments within the organization as policies are applied differently to various groups based on power and privilege within the organization" (Catalyst, 2004, p. 4). Managing the degree of communication, self-disclosure and personal exposure among colleagues is both a survival and empowerment strategy allowing the African American female professional to protect herself. In this posture, she accrues important social and human integrity capital and emboldens her credibility for occasions that may require her to be an advocate on the behalf of another person of color or to challenge the system regarding unfair policies or policy application (Catalyst, 2004).

A 2006 report by Catalyst found that African American women perceive more than Asian women and Latinas that they are excluded from informal networks in the work environment and as a result have networks that are less heterogeneous than their Asian and Latina counterparts. These perceptions around informal network barriers ring similar to the barriers perceived by women

the Ragin and Cotton (1991) study. This occurrence of “sticking together” among African American women, as referenced in the report, or homophily, the third prong in this study’s theoretical foundation and a term referenced in an earlier study by Ibarra (1995), is precipitated by perceptions of an “outsider” status among African American women (Catalyst, 2006). Despite these perceptions, African American women continue to have, as suggested by Thomas (1990) and Ibarra (1993) diverse mentoring networks which serve a range of career-instrumental and psychosocial-emotional functions and enhance success among high performing minority groups (Catalyst, 2006; Ibarra, 1995; Thomas, 1990).

It would appear from the Catalyst (2006) report, however, that among the diversity in many of the informal networks of African American female respondents, African American female colleagues were prominently represented. Additionally, the Catalyst (2006) report found that promotion rates among African American women are positively associated with the gender of their informal network members (mentors). The report found that the more women in the network, the higher the promotion rates for African American women. There was further indication from the research that in the cases of African American women with informal networks populated predominantly by fellow African American colleagues and peers, those women were promoted more (Catalyst, 2006).

When shifting to a more academic specific context, it becomes clear that the majority of literature on mentoring programs in higher education is focused on mentoring of students, followed by mentoring of faculty. Research about African

American female administrators in the field of higher education is not widely available.

A 2008 study by Simon and 1993 study by Howard-Vital and Morgan are two of a small number of studies examining the mentoring experiences of African American female higher education administrators. A 2008 study by Simon explores the mentoring experiences of African American females in social work education leadership positions to examine if there are differences in mentoring benefits based on the race and gender of the mentor and to determine if the career and psychosocial aspects of mentoring experiences among the female respondents were consistent with the findings from an earlier study on race and gender by Thomas and Alderfer (1989).

The respondents of the study were an average of 55 years of age, with 21 years of social work faculty experience and 11 years of academic administrative experience in a University setting. Initiation of mentoring relationships ranged from graduate school to early career and mid-career stages among these African American female administrators. Mentoring dyad demographics ranged from same-gender, cross-gender, same-race to cross-race. Most respondents had white female mentors while only one respondent had an African American female mentor. Respondents reported that mentors displayed sensitivity, provided encouragement and showed concern for their general welfare. The noticeable exception in the responses to psychosocial functions was the ability to offer “practical advice about how to balance career and family” (Simon et al., 2008, p.

4). This psychosocial function of mentors was offered least and is particularly important given women's choices not to pursue top positions in higher education because of perceptions of a non-negotiable sacrifice of one's family and personal life (Harrow, 1993).

The need for encouragement, advice and examples from women who are successfully balancing career, family and life is essential for early and mid-career female administrators. Such studies provide interesting insights into the perceptions of African American female senior executive administrator protégés regarding the relevance of mentoring functions and experiences to their lives and careers (Moore-Brown, 2006; Simon et al., 2008).

Howard-Vital and Morgan (1993) surveyed African American female administrators in higher education to determine which mentoring functions provided by their mentors were most important. Howard-Vital and Morgan gained access to the membership list of the Association of Black Women in Higher Education (ABWHE). The organization, at that time had a membership of 481 women and of those women there were 65 respondents to the survey and 63 responses were used in the study. The backgrounds of respondents varied to include master, doctorate, juris doctorate and ABD respondents from faculty and administrator backgrounds. The majority were employed by public, majority white universities, with a small percentage (5%) working in a traditionally black university (Howard-Vital & Morgan).

Of these respondents, fifty of the sixty-three stated that they had a least one primary mentoring experience. Seventy percent of the respondents who had mentoring experiences stated that those experiences occurred during their professional career as opposed to during their graduate student experiences. Nearly all women had experienced cross-race and cross-gender mentoring and maintained a diversified mentoring network. The three mentoring benefits most commonly expressed by respondents were clearly psychosocial in nature. The benefits were: higher self esteem, increased confidence and stronger motivation levels (Howard-Vital & Morgan, 1993). Protégé benefits from direct mentor interaction were (1) understanding of roles and expectations within the organization, (2) valuable insight on navigating and surviving within an academic organization, (3) networking, (4) task prioritization and (5) time management (Howard-Vital & Morgan).

Similar to findings from the Catalyst (2006) report, Moses' (1989) study illuminates perceptions of African American women in higher education being "outsiders" to the University's informal networks and extols the early career benefits of mentors. Moses recommends that universities "foster mentoring opportunities for black women students and professionals, offering incentives such as release time or supplemental research dollars for mentor volunteers" (Moses, p. 24). Moses also acknowledges as Blake-Beard et al. (2007b), that mentors for black women in the academy may not always be available in a singular organization, therefore universities should seek professional mentors in

the community or as Blake-Beard et al. (2007b) states through inter-organizational mentoring alliances.

Howard-Vital and Morgan's (1993) study's finding regarding the career stage when most respondents entered into mentoring relationships is significant as it reflects the experiences of African American female administrators from one of the only existing professional organizations geared towards African American female administrators in higher education. The fact that the majority of these women state that their experiences with mentoring occurred as professionals in a higher education workplace context is used by the researcher to substantiate the need for "pipeline preparatory mentoring" at the undergraduate and graduate level for minority students (Howard-Vital & Morgan). In addition to a pipeline mentoring approach targeting African American female graduate students, when considering the career-instrumental and psychosocial functions provided to the respondents in Howard-Vital and Morgan's study and the void of mentoring relationships prior to that point, these findings demonstrate a more compelling need for facilitating the development of mentoring relationships among African American female administrators early in their professional higher education careers.

As it relates to mentoring experiences among African American female and other minority graduate students, Romero and Storrs (1995) describe an interesting account of minority female sociology graduate student experiences. Of the students who reference having mentors, there are varying perceptions of

what constitutes a mentoring relationship. The range of perceptions about what constitutes mentoring relationships among these women included faculty providing academic advising, insight about careers in the discipline and inroads to research assistantship positions. Mentor relationships with faculty were clearly viewed as necessary tools which provided access to otherwise exclusive departmental resources and networks (Romero & Storrs, 1995, p. 81).

During interviews, female minority students stated that the level of interest of a graduate student to a faculty member was often determined by the student's area of research. The student reported that in instances in which research interests were inconsistent with those of the faculty or were not of particular interest to any member of the faculty, that the student ran the risk of being excluded from research assistantships and other resource opportunities within the department (Romero & Storrs, 1995, p. 80). If research interests involved race or gender related issues, "the perception of lesser status may continue to interfere with faculty support of students" (Romero & Storrs, p. 81). Students interviewed believed that shared research was the most effective route to engaging faculty in pursuit of mentoring relationships, however, they also felt that interest in non-traditional research topics and limited numbers of minority faculty restricted their opportunities to conduct meaningful research with a faculty member who respected their research interest even if they did not share them (Romero & Storrs, pp. 80-81).

### African American Female Administrators, Mentors and Career Advancement

The compelling need for mentoring among early career and mid-career African American female administrators in higher education would be consistent with the research by Ragins (1997) which suggests that mentoring relationships involve the ability of the mentor to effectively secure and leverage resource within the organization for the benefit of the protégé. The success and influence of the mentor is used to directly benefit the protégé and the success of the protégé is predicated upon the mentor's access to power within the organization (Ragins, 1997). Given challenges over time with the upward mobility of African American females in particular, the benefit of an accomplished senior administrator to an early or mid-career professional within an organization can make a considerable difference in one's success.

Success and upward mobility in higher education organizations can be further complicated by what has been called the "peculiarity of the black administrator" (Smith, 1978, p. 327). Smith (1978) who describes African Americans as being in a peculiar position as administrators, states that most African American administrators find themselves in the position of being in non-line officer positions that involve little to no basis for exerting significant power within the organization. As staff officers, African Americans function outside of the administrative structure of authority and are limited in power and authority. Smith states that as a result of this positioning that African Americans administrators primarily function in a role as knowledge transmitter to the person

with the power of decision-making or consultant tasked with informing or influencing the decision maker, rather than being empowered to actually make the decision (Smith, 1978).

Similarly, Tyson (2002) describes African American female administrators as existing at lower levels within the organization with limited to no decision making power or being stationed in roles that are “special” in nature and involve assisting the President, Provost, or directing minority affairs, affirmative action, compliance, human resources or student affairs. The paths to upward mobility in such roles are often unclear and many African American females can get stuck in dead end opportunities. Support systems and mentoring relationships are vital if the mobility challenges posed by placement within the organization are to be overcome (Tyson).

Upward mobility, career advancement and leadership are often mentioned in relationship to mentoring. Mentoring is often cited as an important element in the leadership experiences of African American senior female administrators. Caldwell and Watkins (2007) underscore the importance of mentoring, in the context of a leadership study researching the challenges faced by African American women in attaining and sustaining administrator posts at the highest level in universities and colleges (Caldwell & Watkins).

A 2006 study surveying 129 female college presidents, Moore-Brown examined career paths, mentoring relationships, career development and perceived impediments during each female’s rise to the presidency. Of the 91

respondents, 20% reported having been encouraged to pursue a college presidency by their mentor, 72.5% received advice and psychosocial or resource support to attend professional development experiences designed to prepare professionals for the path to the presidency and 63% of the respondents were nominated for a presidency position or contacted by a search firm. Of the respondents, 51 had primary mentors who engaged in direct mentoring during the career period preceding their ascent to the presidency. Of the 51 respondents with primary mentors, more than half of the mentors were sitting presidents, while the remaining mentors 43.1% were senior level administrators at the time of the mentoring relationship. Over two thirds of these mentors were male (Moore-Brown, 2006).

Most of the respondents (71.4%) were sought out by their mentor while 28.6% state they sought their own mentors. Most of the respondents (63.1%) reported having between one and three mentors. Mentoring relationships factor prominently into the career and leadership success of these female presidents and offer a clear indication of the value of these relationships to female leaders, academic communities, higher education institutions and society at large (Moore-Brown, 2006).

Mentoring relationships can take various shapes and can be influenced by a variety of variables. Organizations have the power to improve opportunities, programs and competencies for more effective mentoring. With an increasingly diverse and competitive workforce, employees will expect quality mentoring

opportunities to propel their advancement in organizations. Mentoring continues to be identified as “the single most important reason why men rise higher than women” and women of color agree that having a mentor is an essential resource for success (Blake-Beard, 2001a, p. 2). How organizations develop formal mentoring programs and provide contexts for informal mentoring opportunities to blossom is an important aspect of addressing the employment continuum.

Studies help inform practice and offer helpful clues for the development of future mentoring programs and for training and tools to better equip mentors in formal and informal relationships. Key learnings about race, gender, intersections of the two, functions of mentoring, types of mentoring, and career stage mentoring needs are important aspects of the knowledge and competency trajectory in modern day mentoring.

Most exciting in contemporary mentoring literature and discourse is the concept of diversified mentoring relationships a component of the theoretical framework for this study. Diversified mentoring relationships are mentor-protégé relationships in which the parties differ “on the basis of race, ethnicity, gender, sexual orientation, disability, religion, socio-economic class or other group relationships associated with power in organizations” (Ragins, 1997; 2007). These relationships take into account the mentor or protégés membership in a dominant or non-dominant group and the power implications of that group membership within the specific organizational context (Ragins, 2007).

Increased diversity in organizations has necessitated the development of a more inclusive framework for discussions about mentoring relationships. Ragins' concept of diversified mentoring relationships not only widens the tent for more insightful research regarding inclusive and differentiated aspects of diversity within organizations, but thoughtfully introduces the critical factor of power and the interplay between the power associated with individual and group dynamics within diverse contexts. Ragins' work suggests a cognizance among modern researchers of the importance of accounting for relevant aspects of difference prevalent within today's work organizations. These differences have important implications for mentoring relationships.

An exceptional aspect of Ragins' diversified mentoring relationships model is that in addition to factoring in power and the complexity of the various forms of diversity into the design, she also creates an equation to determine the degree of diversity in mentoring relationships. While Ragins is correct to question the one-dimensional nature of many studies on race, gender and other areas of diversity in relationship to mentoring, it is also important to question the lack of rich, qualitative studies regarding the mentoring experiences of women and minorities in their own words as well as the void in research on the intra-race and intra-gender complexities that exist within race and gender categories.

As stated earlier in this study, access to an integrated professional environment could not have occurred for African American female administrators in higher education without the sweeping policy and legal changes engendered

by affirmative action as, prior to affirmative action, there was no legal protection against the denial of access to function as a gainfully employed African American in an integrated work environment (Rai & Critzer, 2000).

Consequently, the history of affirmative action and its significance in the present day reality of African Americans, women and African American female administrators specifically, is considerable and relevant to a deeper understanding of the historical plight of African Americans and women in American society, and the current state of women, minorities and employment in this country (Weiss, 1997, p. 138). For the purposes of this study, the author synthesizes and creates a text summary appendix of the historic evolution and impact of civil rights, equal employment opportunity and affirmative action on the American labor force. Further details of the impact of equal employment opportunity and affirmative action to the American labor market can be found in the form of a synthesis summary found in Appendix A of this study.<sup>8</sup>

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<sup>8</sup> See Appendix A: Historical Overview of Affirmative Action and Entry of Females Into the Workforce.

## CHAPTER 3: METHODOLOGY

### Introduction

In chapter three there are eight sections: (1) research rationale, (2) research design, (3) research questions, (4) data collection, (5) validity, (6) ethical considerations, (7) interview instrument and protocol, and (8) limitations of the study. This chapter provides the research design and methodology employed to fulfill the purpose of the study as described in the first chapter. As stated previously, that purpose is to examine the mentoring experiences and the role of career and psychosocial mentoring functions in the lives and careers of African American female senior executive administrators at predominantly white institutions (PWIs) in a public higher education system in a particular state in order to determine: (1) the importance of career and psychosocial mentoring functions, (2) the relevance of race and gender in the relationship, (3) the nature of relationship initiation (mentor initiated, protégé initiated or mutually or naturally occurring), (4) perceptions regarding benefits from informal as compared to formal mentoring relationships, (5) the importance of multiple mentoring relationships or mentoring constellations, (6) if there are critical career stages when the protégé can gain the maximum benefit from mentoring, and (7) the perceptions of the mentor regarding the mentoring relationship and mentoring effectiveness are the primary issues to be examined among African American female senior executive and their primary mentors.

## Research Rationale

Higher education could benefit from a better understanding of the role that mentoring plays in the career success of African American female senior executive administrators. There has been a steady increase in the number of new African American female doctoral graduates in the field of education, however, there has not been a comparable increase in the number of executive administrators from this profile in higher education.

Mentoring is said to be a strategy to increase career success for African American female professionals. We know very little about the mentoring experiences of African American female professionals and even less about African American female senior executive administrators in higher education. Studies of mentoring, mentoring and women and even those of mentoring and women of color have not traditionally focused on African American female professionals specifically. As a result, those studies that have focused on women and mentoring adopt a general view of mentoring experiences from the perspective of white women while studies about women of color and mentoring tend to categorize all female minorities in a combined group. These approaches tell us little about the intra-culturally-specific nuances that exist within the experiences of women in minority racial or ethnic groups. Disaggregating the data related to female minority professionals and their mentoring experiences can allow for new discoveries in an area where much more knowledge is necessary.

For these reasons, a qualitative study of the mentoring experiences of African American female senior executive administrators and their perceptions of the relevance of mentoring to their career success can make an important contribution to the field. This study of six African American female senior executive administrators at predominantly white universities and their most significant mentoring relationships and experiences will establish a better understanding of mentoring and may improve mentoring practices, while leveraging positive mentoring outcomes to benefit the individual and the organization.

### Research Design

This research study employs a qualitative research design relying on the use of a multiple case study approach to examine the individual mentoring relationships and experiences of four African American senior executive administrators at predominantly white universities within one public, state-supported higher education system. The multiple case study design allows for each case to serve as its own “individual experiment”, such that the individual person is viewed as the primary unit of analysis. Each of the four cases follows the individual primary unit of analysis design, thereby constituting a multiple case study design. Collective findings from multiple case studies are generally viewed by researchers as more “substantive and robust” (Herriott & Firestone, 1983). Additionally, the multiple case study design in this instance adopts the approach called “purposeful selection” (Light, Singer & Willett, 1990, p. 53) also known as

“purposeful sampling” (Patton, 1990, p. 169) or “criterion-based selection” (LeCompte & Preissle, 1993, p. 69) as the basis for selecting individuals to be interviewed. The concept of “purposeful selection” describes the process by which “a particular setting, person or activity is deliberately selected in order to provide information that cannot be gotten as well from other choices” (Patton, p. 169). Patton further describes “purposeful selection” as a design strategy that selects participants based on participants having met the criteria of being “information rich and illuminative, offering a useful manifestation of the phenomenon of interest” (Patton, p. 40). Weiss (1994), a proponent of Patton’s purposeful selection process asserts that in many qualitative research studies, “panels” are used rather than samples. Weiss argues that these “panels” are comprised of “people who are uniquely able to be informative because they are expert in an area or were privileged witnesses to an event” (p. 17). This concept of a panel approach is seen as a form of purposeful selection. Maxwell states that the process of selecting the time, setting and individuals to provide the researcher with answers to a research question is the most important consideration to be made in qualitative selection decision-making (Maxwell, 2005, p. 88).

Using the purposeful selection design model, this study has selected a panel of six African American female senior executive administrators from predominantly white universities in a public higher education system located in a particular state. The selection of this “panel” of individuals, who will each be

interviewed separately, is driven by the fulfillment by each of a unique set of criteria involving race, gender, profession, rank, university type and geographic location.

According to Robert Yin, the case study research design consists of five main components (Yin, 1994, p. 20). In Yin's book, *Case Study Research, Design and Methods*, the author states that the following components are essential in case study research design: (1) research questions which guide the study, (2) proposition(s) or theories which further focus, define and frame what will be studied, (3) unit of analysis which describes the individual, event or entity that constitutes the case, (4) logic linking the data/findings to the proposition(s) and (5) the criteria for interpreting the data/findings. Each of these five components folds neatly into the broader heading content areas which are listed above and serve as subheadings throughout this methodology section.

#### Research Questions

The research questions for this study focus primarily on gaining insight into the specific mentoring experiences of each accomplished African American female senior executive administrator. The six fundamental questions addressed by this study are:

##### *For the Senior Executive Administrator*

1. Which category of mentoring function has contributed most directly to the professional success of these administrators, career-instrumental or psychosocial-socio-emotional?

2. What has been the race and gender of the administrator's primary mentor(s) during her career and has the race or gender of the administrator's mentor been a relevant factor in the administrator's perception of the mentor's ability to effectively fulfill the role and functions of mentor?
3. Was the primary mentoring relationship self-initiated, mentor initiated or mutually initiated?
4. Has the type (informal or formal) of mentoring relationship impacted the administrator's perceptions regarding the benefits of the relationship?
5. Is the administrator involved in multiple mentoring relationships? Are such relationships critical to career success?
6. At what stage of the administrator's career did mentoring functions make the most difference? (What is the evidence of impact? i.e. Did the administrator experience upward mobility in the organization during or following the mentoring relationship(s)?)

If the senior executive administrator identifies her most significant primary mentor during the interview and consents to having the mentor contacted for this study, the following questions will guide the mentor discussion.

*For the Mentor*

1. Do you (as the primary mentor of one of these African American senior executive administrators) believe that mentoring functions contributed to the protégés success?
2. Which type of mentoring function was provided most frequently, career or psycho-social?
3. Which category of mentoring functions was provided most effectively?
4. What do you consider to be the essential elements for effective mentoring?

*Pre- Data Collection Specifications for Qualitative Case Study Research*

With respect to data collection in multiple case study design research, there are two process components that should be addressed prior to data collection (Yin, 1994, p. 21). These two components include the focus on linking logic to data and the establishment of criteria for data analysis. By linking logic to data, Yin intends for any existing theoretical underpinnings to be linked in a logical way to the data collected by the researcher. Yin insists that theory development or theory testing are vital aspects of the design stage when pursuing a case study approach to research. Further, Yin asserts that the researcher should specify whether he or she wishes to develop a theory or test an existing one (Yin, p. 27).

The theoretical framework for this study is predicated upon existing research in the field of mentoring and is comprised of four related identity

theories. Those theories are social identity theory, relational demography theory, homophily theory and diversified mentoring relationship theory. Collectively, these theories propose that self and group identity play an influential role in mentoring relationships on a personal, interpersonal and institutional/organizational level. These theories and their implications regarding mixed-race and mixed-gender mentoring dyads are reflected and supported in various instances throughout existing research and are directly linked to several inquiries in this dissertation study. This theoretical logic model will either be supported or challenged by the knowledge gained in the data collection process.

#### Data Collection

Six African American senior executive administrators at predominantly white universities in a public higher education system in a particular state constitute the entire interview population for this study. A letter introducing the study to each African American senior executive administrator was forwarded to each administrator.<sup>9</sup> Administrators were contacted regarding convenient scheduling days and times for interviews. Administrators were informed of the authorization of the study by the East Carolina University Institutional Review Board and apprised of the intent and research benefits of the study.<sup>10</sup>

In cases in which experience with a primary mentor was identified and contact information for the mentor was provided by the administrator, the primary mentor of the administrator was interviewed. In both cases, semi-structured,

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<sup>9</sup> See Appendix C: Draft Letter to Study Participants.

<sup>10</sup> See Appendix D: ECU Institutional Review Board Approval.

open-ended tape-recorded interviews were conducted while meticulous field notes were taken to assure clarity. Neither participant names nor their institution names are identified in the findings of this study. Each administrator is referred to as a "Participant" to ensure anonymity.

Since a major strength of the case study design is the opportunity it provides for the researcher to include several different evidence sources in the process of data collection, via a practice known as triangulation, this study implemented this pursue this process (Yin, 1994, p. 92).

Data triangulation is employed in this study by using (1) the data collected from each individual's open-ended interview responses as well as (2) any available documentation from each of the interviewee's formal or informal mentoring experiences. Theory triangulation is employed by the application of varying theoretical perspectives to each individual case.

#### Validity

The content of each individual case study is analyzed using the stated theoretical frameworks. Each case has been studied, as in multiple experimentation, and in cases where two or more cases support the same theory, analytic generalization is declared.

Analytic generalization is the generalization process used when engaging in multiple case study design research. Analytical generalization is distinctly different from statistical generalization, a more common approach used mostly in quantitative sampling related research. In analytic generalization, multiple cases

are viewed as multiple experiments or multiple surveys and a theory serves as a template for comparison using the empirical results from each case study (Yin, 1994, p. 44). Yin states that “if two or more cases are shown to support the same theory, replication may be claimed.” Importantly, replication logic applies in multiple case study design research in a manner that follows a cross-experiment rather than within experiment design (Yin, p. 45). The focus for the researcher has to be on selecting a case in which similar results in literal or theoretical outcomes are predicted. If the each case turns out as predicted, there is support for the propositions or theories, if not, the theories must be revisited or a more appropriate set of cases, or individuals in the case of this study, with a higher expectation of predicted outcomes must be selected (Yin, p. 46).

Since propositions or theories and their frameworks play such a central role in case study research design and replication procedures, the clear articulation of a theoretical framework as part of the research study is vital as it drives analytic generalization (Yin, 1994, p. 46).

Construct validity or “establishing correct operational measures for the concepts being studied” (Yin, 1994, p. 33) has been achieved by conducting a pilot interview with an African American female senior executive at a predominantly white university that will not be included in the dissertation study. With respect to internal validity, since this form of validity threat is most applicable in instances of explanatory or causal related case studies, the approach to addressing internal validity for this study will focus on the use of the

analytic tactic of “pattern matching” (Yin, p. 35), a process which identifies existing themes among case interview data.

External validity or the process of “establishing the domain to which a study’s findings can be generalized” has been achieved by testing the theoretical framework of the study against each set of case data through the analytic generalization process to determine if replication logic is applicable in each instance. If the theory is supported in at least two cases, replication can be claimed.

Reliability or the process of “demonstrating that the operations of a study can be repeated with the same results” has been achieved by creating a database with case summaries of content and themes for each of the four case interviews that will be conducted as part of this study. The data collection process and interview protocol for each case is well documented and maintained. Each of these methods referenced above will assist in addressing validity threats to research findings.

#### Interview Instrument and Protocol

Semi-structured, open ended, tape recorded interviews incorporating questions generated from existing mentoring research and informed by the six research questions guiding this study were posed to each administrator. Interviews were conducted at a site convenient to the administrator and mutually agreed upon by the researcher and the administrator.

The data analysis method of analytic generalization and pattern matching is used to interpret the data from this multiple case study design approach. Consistent with the analytic generalization method, emerging themes and patterns which support the theoretical framework are acknowledged and replication claimed as indicated by the data collected from each case. Minor coding is utilized as a way to compare data from each case and case summaries are provided to retain the context of the data collected.

In addition to the analytic generalization process, the data analysis methods of within-case (intra) and cross-case (inter) analysis have been employed (Creswell, 2007, p. 75). An “intra” and “inter” case analysis of themes approach considers key aspects and identifies common themes and assertions within and across the cases being researched in this study.

#### Ethical Considerations

As in the case of most survey research in the social science arena, there are no major ethical considerations for this study. However, basic steps in adherence to university-related research as mandated by the Institutional Review Board at East Carolina University will be followed.

#### Rationale for Pilot Study

The implementation of a pilot study prior to engaging in data collection is quite useful as it assists in the refinement of the line of questioning, confirms the applicability of any conceptual frameworks and provides the researcher with an indication of any aspects of the research design requiring further clarification

or modification (Yin, 1994, p. 74). In this case, the interviewee selected to serve as a subject for the pilot case study was selected in a manner consistent with “purposeful selection” process to be utilized during the data collection process for the subsequent research study. Through purposeful selection an African American female senior executive administrator from a public K-12 educational environment was selected to serve as a preliminary interviewee. A semi-structured, open-ended, tape-recorded, face-to-face interview was conducted with the subject in early April 2009. Extensive field notes were taken during the pilot interview transcriptions and field notes were reviewed, coded and categorized thematically. The pilot study process assisted in determining validity of the interview questions by clarifying questions and anticipating reactions and comments for the actual research study.<sup>11</sup>

#### Limitations of Study

The respondents in the study represent a finite group of female senior executive administrators who work at universities within one state. The study, by design, is specific to the established theoretical framework and the African American female senior executive administrators represented in each case.

While similarities to other studies focusing on African American female executive administrators or managers in other fields may be drawn, the data in each case of this multiple case study is limited to the specific cases researched. Analytic generalization occurs only as it relates to evidence of replication found

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<sup>11</sup> See Appendix E: Pilot Study Interview.

among the cases in this particular study. However, the cross-analysis process should identify similarities and themes found within and across the selected case studies.

## CHAPTER 4: FINDINGS

### Introduction

This chapter focuses on the analysis of study data and consists of an introduction which addresses the key issues raised in this chapter. Additionally, there are six major sections in this chapter which address the following topics: analysis of data, process and method of contact, summary methodology and logistics, participant profiles and case findings. The chapter concludes with summary points by the author.

### Analysis of Data

In this chapter, interview content compiled during the data collection process is documented and analyzed. Each interview is considered as a singular case within a multi-case design study. The cases undergo two different forms of analysis, analytic generalization and cross-case analysis. First, the process of analytic generalization is implemented allowing for each singular case in this multi-case design to be analyzed in relationship to the theoretical framework of this study. If two or more of the cases contain content which indicates support of the theoretical framework of this study, replication is declared. The second process of analysis will utilize a cross-analysis design in which common themes and similarities across cases are identified. In the second process of analysis mentor cases are also examined.

The chapter includes substantive portions of interview responses which reflect detailed case content for each of the six African American female senior

executive administrator participants and for each of the two primary mentors featured in this study. Transcripts for participant and mentor interview responses can be found in the Appendices section of this document.<sup>12</sup> The interview question instrument was developed as a result of knowledge acquired during the literature review process. This instrument outlines questions posed to each African American female senior executive administrator and primary mentor participants during interviews. The interview question instrument template for participants and primary mentors can be found in the Appendices section of this document.<sup>13</sup> Responses from each participant and the outcome of the analytic generalization analysis (comparing themes and similarities within each case to establish replication) and cross analysis processes (comparing themes and similarities across cases) are found within the text of the next two chapters.

The theoretical framework used as context for this research study is based on four theories: social identity theory, relationship demography theory, homophily theory and diversified mentoring relationships. Social identity theory, popularized by Tajfel and Turner (1986) examines the impact of group association with self-concept and relationship demography theory (Tsui et al., 1992; Tsui et al., 1995) addresses the causes and consequences of the composition of employee demographic attributes on a dyad or group relationship. The third theoretical prong, homophily (Marsden, 1987; Rogers & Kincaid, 1981;

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<sup>12</sup> See Appendix F: Interview Questions and Transcribed Participant and Primary Mentor Responses.

<sup>13</sup> See Appendix B: Interview Question Instrument Template for Participants and Primary Mentors.

Ibarra, 1993, 1995) is described as “the degree to which pairs of individuals who interact are similar in identity or organizational group affiliations.”

The fourth theory, diversified mentoring relationship theory, has been coined by Ragins (1995) who describes such relationships as “a fact of life for minorities in organizations” and defines them as mentoring relationships composed of mentors and protégés who differ in group membership associated with power differences in organizations. Ragins (1997) contends that minorities are far more likely than majority members of organizations to be engaged in diversified mentoring relationships.

At the core of each of these theories is the assertion that race, gender and other forms of identity influence mentoring relationships whether relative to self-concept as in the case of social identity theory; the impact of demographic attributes on the formulation of employee dyads in relational demography theory; the impact on interactions among dyad pairs with similarities in identity and in the case of diversified mentoring relationships, the impact of diversity in group membership and power associations within an organization on dyads. The defining elements of each of these theories factors prominently into mentoring relationships particularly in mixed race and mixed gender dyadic relationships. In the analytic generalization analysis, each interview is treated as an individual case study allowing for the role and relevance of race, gender and identity, which represents the most salient aspects of the four pronged theoretical framework, to be fully explored within each case.

The second form of analysis looks across the six cases to explore common themes among responses from participants. These interview responses or cases include a range of mentoring related questions asked of each participant and reflect topics that are aligned with the research questions guiding this study. To enhance this analysis process, participant response are included within the text of this chapter and a shaded question questionnaire and response matrix outlining interview questions and participants responses can be

#### Process and Method of Contact

Each research participant was contacted by the researcher via phone and e-mail to be informed of the study and to be invited to participate. Questions are grounded in literature and reflect the research currently available on African American female administrators and their mentoring experiences.

The interview question design categorizes in-depth and probe questions within the context of a correlating overarching research question. The framework provided by overarching research questions creates a context within which in-depth and focused questions can be posed in a manner that demonstrates (1) congruency with current research, (2) relevance relative to the knowledge sought in this particular study and (3) structure for the researcher and the interview participants. The interview question instrument can be found in Appendix B.

The telephone interview process was guided by the questions found in the interview question instrument. At the point participants received initial correspondence from the researcher requesting their participation in the study,

they were given substantial information regarding the purpose and nature of the study. The initial information provided each participant with an indication of the knowledge sought by the researcher and the types of questions that may be asked. Questions were asked in the order reflected on the interview question instrument.

Data for this study were collected through interviews of the only six African American female senior executive administrators<sup>14</sup> at predominantly white public universities within one state's higher education system in the United States. In cases in which the African American female senior executive administrator participants allowed their primary mentor to be contacted, additional data were collected from the primary mentors. The interviews were conducted during the months of April and May 2009. Each of the interviews was conducted by telephone and the average duration of interviews was one hour.

For each participant, the issue of scheduling presented a challenge as the timing of the interviews coincided with a period of increased administrative obligations during a state and national budget crisis. Due to these constraints of budgets and time, participants preferred to be interviewed by telephone rather than committing to on-site visitations and face-to-face interviews. Interviews were documented by the researcher by digital recording and interview notes. Interviews were transcribed by the researcher and reflected participant responses as communicated in the interview.

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<sup>14</sup> With the exception of the Pilot Interview study, the researcher's institution was excluded from this dissertation study.

The decision to pursue a qualitative interview process for this study provided an opportunity to connect with an entire, unique population, rather than a survey sample. Telephone contact, orally delivered questions, audible interaction, participant voice inflection and interpersonal exchanges among the researcher and participants during the telephone interview processes allowed for a fuller, richer experience for the researcher.

#### Transcription

Digitally recorded interviews were transcribed by the researcher. Following the transcription of each individual interview, the transcribed documents were reviewed for accuracy again using the digital recordings as the master audio record. Once accuracy of the transcripts was verified a general review of the data was initiated and the processes of analytic generalization and cross-analysis ensued.

#### Participants

Participants were informed that their interview responses would be handled responsibly and would contribute to new knowledge in the area of mentoring and African American female senior executive administrators. The expectation of new knowledge to inform the more general areas of race, gender and mentoring were also referenced. With respect to responsible handling of the response data from participants, there are challenges with anonymity based on the small and highly visible number of African American female senior executive administrators currently at predominantly white public universities in the state.

Given the paucity and high profile nature of these positions, complete anonymity can likely not be achieved. However, names of individuals and institutions will not be referenced in this study. Each African American female senior executive administrator will be referred to as a numbered participant throughout the study. Similarly, the identities of the primary mentors referenced in this study will also not be revealed.

#### Participant and Primary Mentor Profiles

Based on the nature of this study, much is already known about the profile of the participants in this study. Each participant is an African American female senior executive administrator at a predominantly white public university in the United States. As mentioned previously in this study, the institution of the researcher, also a predominantly white public university was not included in the study. While the age of each participant was not asked, participants identified as being mid to late career administrators with professional experience in higher education ranging from 10 to more than 30 years. The institutions of these participants are located in the coastal and central areas of the state. With the exception of one participant, all have doctoral degrees while two are tenured professors in addition to having administrator rank. Each has followed a distinct career path to her current position.

There are two primary mentors included in this study. A third primary mentor was referenced by a participant. However attempts to contact the mentor were unsuccessful. Efforts to contact the third primary mentor may have been

unsuccessful, in part, based on the timing of this study. The data collection period for this study occurred during a time of transition for the third primary mentor from a college presidency to an appointment as president of a premier national higher educational organization. The primary mentors included in this study share some similarities. Each was a senior administrator in higher education at the point the mentoring relationship with the African American female senior executive administrator (participant) was initiated, each was located at the same institution as the participant at the initiation of the mentoring relationship and each had professional experience in higher education that exceeded that of the participant at the time the mentoring relationship was initiated. Both primary mentors are Caucasian, while one is male and the other female. The third primary mentor, who was unable to be contacted is an African American female who also was a senior administrator in higher education at the point the mentoring relationship was initiated and was located at the same institution at the time the mentoring relationship was initiated. Additionally, she possessed professional experience exceeding that of the participant at the time the mentoring relationship was initiated.

A participant profile with an account of demographic and other relevant information regarding each African American female senior executive administrator and primary mentor in this study is included below.

*Participant #1*

This participant is an African American female senior executive administrator who currently serves as Provost. She holds a doctoral degree, is a tenured professor and has been at her current institution for more than 30 years. Participant #1 began her career there as a faculty member and intended to remain a faculty member, but was strongly encouraged to pursue an administrator position based on a mentor-colleague taking notice of her skills in leadership and diplomacy. She transitioned from her faculty position ten years ago and moved into the administrator ranks, first as an academic Dean and later as a Deputy Provost. \*While Participant #1 was a Provost at the time of her interview, she transitioned to a university presidency during the final data collection stage of this study.

*Participant #2*

This participant is an African American female senior executive administrator who currently serves as Dean in Student Affairs. She holds a doctoral degree and has been at her current institution for ten and one half (10 ½) years. Participant #2 has served as a Dean in Student Affairs since she arrived at her current institution. She received expanded duties and the title of Associate Vice Chancellor nearly four years ago.

*Participant #3*

This African American female senior executive administrator serves as University Equity Officer at her current institution where she has been for the last

three years. She holds a Master's degree and is the only one of the six participants who does not hold a doctorate. Prior to serving in her current role, she served as Director of Equal Opportunity and Diversity at a public institution and a private institution over a period of 15 years. Prior to entering the field of higher education, Participant #3 worked as a federal government employee with the Office of Federal Compliance Contract Programs (OFCCP).

*Participant #4*

Participant #4, an African American female senior executive administrator serves as the Vice Provost for Equity at her current university. She has been in her current position since 1997. She holds a doctorate and is a tenured professor. Participant #4 held previous positions as Interim University Affirmative Action Officer and Assistant University Affirmative Action Officer. Prior to serving as an administrator, she was a faculty member.

*Participant #5*

This African American female senior executive administrator serves as senior executive administrator in the Office of the Provost at her current university. She has been in her current position for eight (8) years. Participant #5 holds a doctoral degree and has held administrator positions at other universities outside of this state. Previously she served as Vice Provost and Associate Provost for Finance at the same institution before arriving at her current institution.

*Participant #6*

Participant, #6, an African American female senior executive administrator, serves as Vice Chancellor for Information Technology at her current institution where she has been for two and one half (2 ½ ) years. She holds a doctoral degree and has been in the higher education profession for nearly 15 years. She previously served as Vice President for Technology and Assistant Provost for Technology at the same institution. She worked as a Senior Marketing Manager at IBM in the private sector before she entered the field of higher education.

*Primary Mentor of Participant #2*

The primary mentor of Participant #2 is a Caucasian male senior executive administrator in higher education. At the time of initiation of the mentoring relationship between this primary mentor and Participant #2, the primary mentor worked in the same organization with Participant #2. As the primary mentor of Participant #2 prepared to depart that university for a career growth opportunity at a university outside the state, he advocated for Participant #2 to be assigned many of the duties and responsibilities of his position. As a result, Participant #2 received a promotion to her current position.

*Primary Mentor of Participant #3*

The primary mentor of Participant #3 was a Caucasian female, former senior executive administrator at a private university at the time the mentoring relationship was initiated. She is currently a Vice President in a private

corporation. In this case, the primary mentor encouraged Participant #3 to move from private university where their mentoring relationship began to Participant #3's current university. The primary mentor has since departed that institution.

#### Summary Methodology and Logistics

By including protégé and mentor interviews, this study addresses a methodological void that exists throughout current mentoring literature. In order to review and reflect the data collection process in a manner consistent with the qualitative case study analysis process of analytic generalization, in the first portion of the analysis discussion for this study, each participant's and mentor's interview is treated as a separate case with a thorough discussion of each participant's and mentor's responses to the interview questions. Topic areas are reflected in each question posed to participants and those topics serve as the blueprint for the organization of each case. After documenting each response to each question/topic area, a response summary will highlight aspects of the overall responses of each participant in relationship to the theoretical framework for the study.

This process of determining how each participant's response coincides with the theoretical assertions which define this study will provide findings which will determine whether or not there are consistent responses to support theory within each case and if consistency in responses across cases enough to declare replication. Following the discussion of each of the six participant and two mentor

cases, a cross analysis process will examine any common responses or themes that emerge among participant responses and participant and mentor responses.

#### Case Findings Analytic Generalization Analysis Process

##### *Participant #1*

*Professional background.* African American female senior executive administrator, Participant #1 has been at her current institution for more than thirty years. She began as a faculty member, very much enjoyed her work as a faculty member and considers herself an “accidental Provost in some ways”. She left her department ten years ago to begin serving as an administrator. The previous two positions held have been Dean of the College of Arts and Sciences and Deputy Provost.

##### *African American female senior executive administrator representation.*

Participant #1 states that her university currently has, in addition to her, an African American Senior Associate Provost and Associate Vice Chancellor. She states that ten years ago of those three positions only one was held by an African American. For that reason she states that there has been some progress. She states that she does not know how much of that progress is linked to the increase in doctorally prepared African American women. She states that the increase might just be reflective of people ready and looking at different places within the organization who were lucky.

*Advancement barriers.* Participant #1 states that she imagines that mentoring can help some African American female aspiring administrators overcome barriers.

*Mentoring as tool to address barriers.* Participant #1 states that she is unaware if any of the women in her organization had mentors, so she cannot speak precisely to their experiences. She states that she did not have a mentor.

*Primary mentor experience.* Participant #1 states that she can think of two people who were of the caliber of a primary mentor to her, but feels that do not fit the definition precisely. She identifies these two people as her dissertation chair, who served as her research advisor, provided guidance to her in selecting a position after graduation and with whom she remained in contact following her completion of her doctoral program. Participant #1 identifies the second person who acted in a primary mentor capacity in her professional career as a senior faculty member in her academic department who recommended and encouraged her to seek roles in the administration. She states that this colleague was an informal mentor as he recommended and encouraged her on three occasions for such opportunities.

*Primary mentor or other mentoring formal or informal.* Participant #1 states that the first primary mentor relationship was formal, as it was her dissertation advisor who is a mentor almost by definition. She states that the second was someone who was in a Director of Graduate Studies Program when I was an Assistant Director. She states that he advised her to seek an administrative

position in the department and then later on recommended her to consider the department chair position. Participant #1 states that this individual was also in a supervisory role in relationship to her position, but she considers the relationship informal.

*Greater benefits from informal vs. formal mentoring.* Participant #1 believes that there have been differences in her informal and formal mentoring relationships. However, the Participant does not state that she received a greater benefit of one as opposed to the other. She states that the formal mentoring relationship involved someone who gave her informal suggestions and encouragement which were optional in nature. Conversely, the dissertation advisor had the expectation that you would implement his recommendations.

*Mentor relationship initiation.* Participant #1 states that that the two examples that she offers were not technically mentoring relationships. She states that she considers the relationships as having some aspects of a mentoring relationship. She describes the relationships, to some degree as being defined by the context. Participant #1 states that neither she nor these two persons with whom she had a relationship ever defined or referred to it as a mentoring relationship.

*Involvement in and benefit of multiple mentoring relationships.* Participant #1 states that she has not had the benefit of multiple mentoring relationships over time but she understands they can be beneficial.

*Career and psychosocial mentoring and which category more important.*

Participant #1 states that she does not think that either one of her mentoring relationships would qualify as having career or psychosocial functions.

Participant #1 describes her informal mentoring experiences as that too unstructured and too episodic to fit into such a category. She describes her formal mentoring experience with her dissertation advisor as having the type of structured relationship that could be viewed as having some career- instrumental functions, though such functions are not as relevant to a graduate student as they are to a professional employee.

*Definition of career success.* Participant #1 defines success as having fulfilled at a high level of quality the expectations of your job. She states that “if you are a faculty member that would be success as a teacher, a researcher and supporting the department as an administrator having to do with setting direction, guiding the budget and things of that nature”. Participant #1 states that a high degree of quality in fulfilling those roles would constitute success. She also states that having a sense of core principles and values and having a consistency in one’s performance of tasks and obligations is important for achieving professional success.

*Role of mentoring in career success.* Participant #1 believes having a mentor early on in one’s career may be more advantageous. She states that when you are in uncharted territory as an early career professional that it’s important to understand what you think and what you value because there are

often not guides for that. She believes this can be one of the most important times for mentor involvement as a professional. Participant #1 believes that one's entire educational and developmental processes as a person, to include influences of parents and teachers are just as important as a career mentor, if not more important.

*Career stage when mentoring has greatest impact.* Participant #1 states that mentoring impact is important throughout one's career, particularly at points when important decisions or career changes are being made.

*Race, gender and identity relevance in mentoring.* Participant #1 believes that race, gender and identity could be relevant, if the relevance of these elements was part of what made the two parties in the mentoring relationship comfortable. She states that in her case however, race, gender and identity were not relevant as her two mentors were white males and her relationships with them were based on other things.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #1 states that in one case she was a graduate student and mentor was a faculty member. She states in the other case the mentor was a senior member of the department and Director of the program and she was an Assistant Professor. She states that while she is unsure of what there perceptions may have been about the relevance of race in the mentor relationship, she considered it irrelevant as there were not any other options with

regard to having females or people of color. Participant #1 states that either you worked with the people there or you didn't work with anyone.

*Advocate for formal or informal mentoring in current organization.*

Participant #1 states that she would not have based on her own personal experience considered formal mentoring programs to be that important, but as she listens to the faculty and other people she know considers mentoring programs more important than she used to. She states that at this point at her institution, they are discussing how to make mentoring available to those who want it. Participant #1 states that she found a way to work with people that was useful but was not a formal mentoring program. She states that it almost seems that formal mentoring programs become necessary when something doesn't happen that should happen naturally in the setting.

For that reason, Participant #1 states that she thinks there are more people and specifically more women and people of color who are saying that they are not finding in their natural settings things that they expect or want to be there thus necessitating the formal mentoring option.

*Willing to share primary mentor contact information for interview.*

Participant #1 states that both her mentors are deceased.

*Participant #1 analytic generalization analysis based on theoretical framework.* Participant #1 has two prominent relationships in her experiences that come close to the definition of a primary mentoring relationship as defined in this study. One of those relationships is with her graduate dissertation advisor

and the other with a senior member of the faculty of her academic department. Both relationships were early on in her career that has spanned over 30 years.

Of the two mentoring relationships, the protégé does not consider race to be a specifically relevant or predominant factor nor does she reference race in a significant way as it relates to barriers for African American women in higher education. Participant #1 does not definitively offer that race is a defining factor in career progression either.

With regard to mentoring relationships in general, she states that, race and gender could be a factor if it is an element that makes the relationship comfortable, however, in the case of her own relationships she states that her relationships with her mentors were based on other things, so as to render race and gender irrelevant in her opinion. Further, because of the nature of her relationships in this case, which were the closest examples to mentoring relationships in her career, Participant #1 states that as a graduate student or junior faculty member you either work with who is available in the department or you do not work with anyone at all.

These observations are not to suggest that Participant #1 ignores race, but rather she does not explicitly assign race or gender a defining power value in her context. The race or gender variation within her academic department context is extremely limited to include one African American female (Participant #1), one white female and a majority of white males. Her assertions are matter of

fact in nature and she seems very accepting and clear about her context and the requirements of achieving success in it.

It should be noted, with respect to her career progression, that Participant #1 states that she had no personal plans or agenda to be in academic administration. However, she was identified, encouraged and supported by a senior white male faculty member and Director of her academic program to seek an administrator opportunity. As stated earlier, among the participants in this study she ranks the highest in terms of hierarchy within an organization, currently serving her fourth year as Provost and preparing to assume the Presidency at another similarly situated institution in a Midwestern state.

Based on Participant #1's responses to the interview questions, she does not reinforce any of the particular elements as outlined in the four identity theories which frame this study.

Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and the theoretical testing process for the theories framing this study are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, the theoretical framework of this study has not been supported as the issue of race did not factor prominently into Participant # 1's discussion of her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory-Participant #1 makes no significant reference to group association as an African American in her response nor does she connect that association with herself, per se. She does not ignore race and gender, but does not factor it prominently into her environment, (as neither a significant African American nor female presence exists) and as she understands that in order to achieve she can find ways to relate to the people who are available to her and to use those relationships as a basis for support and success in her environment.

Relational Demography-Participant #1 makes no direct reference and there are no indications from her responses that suggest any specific consequence of her mixed race dyadic composition on the outcomes of her graduate or early academic faculty work. We know that the cause for the mixed race composition in the case of both of her mentor-like relationships was based on the demographic characteristics of the colleagues available to her. As stated in her responses, she simply worked with those who were present and willing in her context.

Homophily - The homophily prong is fulfilled not from the vantage of similarity in identity among Participant #1 and her mentors, but as it relates to the organizational group affiliation aspect. Both mentors were of different race than race than Participant #1 but in each case, the mentor and Participant #1 shared similarities in organizational group affiliation based on a shared academic discipline

Diversified Mentoring Relationships - In this case, the power variations that exist are based on race, as the Participant is from a minority race and the mentors are from a majority race and gender as the Participant is a female and both mentors have been male. Additionally, Participant #1 held a junior rank in the organization, which constituted a lesser rank in relationship to both senior mentors.

#### *Participant #2*

*Professional background.* Participant #2 is currently the Associate Vice Chancellor for Student Affairs and the Dean of Students. She has been with her current institution for 10 ½ years. She began as the Dean of Students at her current university and then received a promotion with title change and expanded duties. At that time Participant #2 took on the title of Associate Vice Chancellor in addition to Dean of Students.

#### *African American female senior executive administrator representation.*

Participant #2 states that in general, she considers there to be quite a few African

American females in administrator positions to include representation at the senior executive level.

*Advancement barriers.* Participant #2 states that lack of visibility can be a barrier. She states that she believes that mentoring provides visibility which affords benefits to African American female senior administrators.

*Mentoring as tool to address barriers.* Participant #2 states that visibility of African American females provides many opportunities, to include opportunities for advancement.

*Primary mentor experience.* Participant #2 notes that many people have played significant roles in her life. However, she states that a colleague who she met at her current institution became a friend and someone she could categorize as a primary mentor. Participant #2 states her mentor has provided her with support and advice and has played a critical role in affording her visibility and serving as her advocate.

*Primary mentor or other mentoring formal or informal.* Participant #2 states that she and her primary mentor began their relationship as friends. She states that the mentoring relationship evolved and was informal in nature.

*Greater benefits from informal vs. formal mentoring.* Participant #2 states that the relationship was very comfortable for her and beneficial to her. She states that the mentoring relationship grew naturally because she and her primary mentor began as friends. Participant #2 states that before she experienced this mentoring relationship, no other person had ever offered to

mentor her in a manner in which she thought she could benefit. She states that prior to this primary mentoring relationship she had been disappointed about her lack of a significant mentoring relationship.

*Mentor relationship initiation.* Participant #2 considers her relationship with her primary mentor to be a naturally occurring mentor relationship.

*Involvement in and benefit of multiple mentoring relationships.* Participant #2 states that multiple mentoring relationships are critical to the career success of African American female senior executive administrators. She states that it is helpful to receive advice from someone whom you trust professionally.

*Career and psychosocial mentoring and which category more important.* Participant #2 states that her primary mentoring relationship provided her with several career-instrumental functions. She states that her primary mentor provided her with visibility and exposure by including her in high profile conflict situations so that her skills could be showcased. Participant #2 states that her mentor included her in institutional conversations, had her accompany him to budget and finance meetings and invited her to begin attending Board of Trustee meetings.

*Definition of career success.* Participant #2 defines career success as “knowing who you are”. She states that an important part of career success is “understanding who you are, and more importantly who you are not”. Participant #2 states that success is “moving through the world, knowing exactly who you are, what you were meant to do and doing it with integrity”. She also states that

success is about being true to oneself. Participant #2 states that students constitute a component of her success also. She states that at the end of the day success is about holding on to your integrity and values.

*Role of mentoring in career success.* Participant #2 believes that she would have experienced more career challenges and impediments and could not have transitioned with the same ease into her new institution without the benefits of mentoring. She states that there were people along the way who have assisted her in various ways. She states that she transitioned into higher education from another industry and without the aid of those who took interest in her may have departed the field of higher education to pursue a different path.

*Career stage when mentoring has greatest impact.* Participant #2 states that over the span of her career journey, mentoring has mattered most during her career as an administrator in higher education. She contrasts her career in higher education and the primary mentoring she has received to her previous career where she did not have a mentor, but rather people who she believed desired to see her fail. Participant #2 states that her relationship with her primary mentor has increased her understanding of her profession. She states that her mentor has advised her in ways that ensure that she is both a solid student affairs practitioner and skilled at all other aspects of being an effective administrator.

She states that her mentor had been in the profession for a longer time than she and as a result she benefited from his keen sense of the profession and experience. She states that when introducing her to leaders at their institution

and within their field nationally, her mentor would refer to her as “the best Dean of Students any administrator or university could have”. Participant #2 cites this as having been important to her sense of self-efficacy and critical to her exposure to ranking officials in her organization and to others nationally in her field. She states that her primary mentor provided her with affirmation and validation that she could not have provided for herself or attained otherwise. She states that he did it because he witnessed her skills and abilities and believed in her.

*Race, gender and identity relevance in mentoring.* Participant #2 states that people have positively influenced her throughout her early primary, secondary and post-secondary educational experiences. She identifies these people as primarily African American men and women. She contends these people increased her self-confidence and as a result that it confidence has fueled her professional pursuits in higher education. Participant #2 states that these informal mentoring relationships with African Americans have been very important.

With respect to her primary mentor, she states that while race was an element in their relationship, they saw one another for who they were individually. While that process of experiencing one another included elements of race, gender and identity, this participant asserts that she and her mentor considered themselves to be friends above all things. She believes that their approach towards one another diminished race as a barrier in their dyadic relationship.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #2 states that through the mentoring relationship, she and her primary mentor were able to view race through a different prism and were better equipped to understand race and related issues within their organization. The primary mentor in this instance helped this participant to understand that some whites are not only willing to be helpful but may be included among the category of persons with whom a person of color can have meaningful friendships and mentoring relationships without abandoning or altering one's own identity.

*Advocate for formal or informal mentoring in current organization.* Participant #2 is in favor of formal or informal mentoring, but has a strong preference for relationships that are naturally occurring. She offers examples of providing mentoring to junior professionals in her field. She cites direct interaction with a group of young African American females with whom she has regular lunch appointments to discuss life, work and professional matters. Participant #2 is herself a mentor to a young African American male former student employee who recently became an Associate Vice President and Dean of Students at another university.

*Willing to share primary mentor contact information for interview.* Participant #2 willingly provided mentor contact information and the primary mentor was successfully contacted.

*Participant #2 analytic generalization analysis based on theoretical framework.* Participant #2 cites one primary mentoring relationship and multiple formative and less defined informal mentoring relationships in her account of mentoring relationships impacting her career success. Her primary mentor relationship is informal in nature and involves a peer/colleague who shares her professional field of practice. The two become initially acquainted following an interview process for a position at her current institution where the two once worked together. The primary mentor received an offer to advance his career and has moved on to another institution. Participant #2's primary mentor was a white male and the elements of race, gender and identity are highlighted throughout her mentoring experiences in various ways.

With regard to the primary mentoring relationship, she states that she believes race was one element in their relationship as she and her mentor saw one another for who they are, but in addition, they were friends above all things. Participant #2 even likens her relationship with her primary mentor to a sibling relationship, noting that she is an only child and considers him "like an older brother". The differences of political ideology and various societal views which ordinarily can fuel divisiveness between the primary mentor and protégé did not in this case hinder or negatively impact the relationship.

While Participant #2 states that race was neutralized in the mentoring relationship based on mutual acceptance and the ability of both to bring their "whole selves" into the relationship. Participant #2 considers race irrelevant,

regarding the primary mentor relationship, but also asserts that the differences among herself and her mentor allowed them to individually view race through a different prism which enriched the relationship.

The multiple mentoring relationships over time as referenced by Participant #2 were not relegated to a career context, per se and included teachers, community members and other inspiring individuals from Participant #2's childhood through college. She identifies these individuals as primarily African American and references the impact of these persons on her life as very important. Participant #2 credits confidence and self esteem to the support she received from the relationships with these individuals. Moreover, while these relationships did not occur during the course of her professional career, Participant #2 considers these relationships to have influenced her decision to pursue higher education as a profession as well as the success she is experiencing as a consequence of that decision.

Both the primary mentor and multiple mentoring relationship accounts by Participant #2 reinforce some aspect of the four theories used as a basis for this study. The level of interpersonal comfort achieved by Participant #2 and her primary mentor is evident in her responses. On the one hand, the Participant suggests that based on this level of comfort and the mutual acceptance experienced in the relationship issues of race, gender and identity were rendered irrelevant. However, Participant #2 also states that she and her mentor influenced one another's ability to see race from a different perspective. So while

race and identity may have been considered irrelevant or neutralized in one respect, those same factors were relevant and quite influential in another respect by enhancing the relationship.

The multiple mentoring relationships experienced by Participant#2 clearly reinforce the theoretical basis for this study as she clearly outlines through her experiences the relevance of race and the importance of these relationships throughout her early childhood through college. She references these early life interactions as the “community effect” and credits individuals in her primarily African American community as sources of support which boosted her onward to success.

In the case of Participant #2, aspects of both her primary mentoring and multiple mentoring relationships support the theoretical framework for this study.

Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and the theoretical testing process for the theories framing this study are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, as it relates to the participant’s explicit referencing and discussion of race, gender or identity, the theoretical framework of this study has

been supported as issues of race, in particular, factored prominently into Participant # 2's discussion of her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory-Participant#2 makes a connection between her group association and self concept in her comments regarding a description of the multiple mentoring relationships she has experienced throughout her lifetime. She refers to these experiences at one point as the "community effect" and notes that most individuals who mentored her as part of the "community effect" were African American. Participant #2 then connects the "community effect" mentoring experiences and the support from numerous African Americans over time as providing her with the confidence to pursue a professional career transition into higher education and to engage in the significant mixed race primary mentoring dyad which substantially impacted her career.

Relational Demography - The cause of Participant #2's relationship with her mentor was influenced by the early initiation of the relationship by a colleague and due to the role this colleague began to play in her personal and professional life. The attraction that Participant #2 and her mentor shared was based upon a mutual love for their particular field and the difference in identity and perspectives between the two.

Homophily - From the identity perspective Participant #2 has similarities with some of the younger, early career African American female administrators at

her institution. She states that she mentors these young female professionals and regularly shares meals and insight with them. From the organizational group affiliation perspective, Participant #2 has for years shared a professional bond with her white male primary mentor based on their shared area of interest (Student Affairs) and currently shares a similar rank as both serve as high ranking senior executive university administrators who are now at different institutions.

Diversified Mentoring Relationships - In this case, the power variations that exist are based on race, as the Participant is from a minority race and the primary mentor is from a majority race and gender as the Participant is a female and the primary mentor is male.

In this case of analytic generalization, replication has occurred as several aspects of the theoretical framework of the study are reflected.

### *Participant #3*

*Professional background.* Participant #3 has been with her current institution for 3 years serving in the role of Equity Officer. Previously, she served as Director of Equal Opportunity and Diversity at a public university in another state. Prior to that, Participant #3 held the same position at a private university for 15 years. She notes a career in federal government as an Office of Federal Contract Compliance Programs (OFCCP) employee before higher education employment.

*African American female senior executive administrator representation.*

Participant #3 states that while she does not have a PhD, many of her current colleagues do. She states that attaining a doctoral degree appears to be the “direction in which things are going” for African American female administrators in higher education. She states that she has witnessed more African American senior executive level female administrators at her current university than she has at any other university where she was been employed.

*Advancement barriers.* Participant #3 states that barriers absolutely exist and points to the predominance of white males leading higher education institutions as Presidents senior executive leaders as the evidence of such barriers. She states that she believes women are “catching up” and that African American women, in particular have more progress to make in that regard.

*Mentoring as tool to address barriers.* Participant #3 thinks that mentoring is a tool that has been very helpful for some. She cites access to effective mentors as a void for African American women in higher education, stating that in her early professional experiences she was unable to locate a mentor to offer her guidance and advice. She states that the presence of white women in an earlier organization did not constitute an opportunity for mentoring in her case. A transition into another organization, offered an opportunity for informal mentoring from white males and a white female. The participant notes these experiences as very helpful and as providing her with relief from isolation.

*Primary mentor experience.* Participant #3 was not able to immediately identify a person whom she considered as a primary mentor. She states that the relationship she has experienced closest to primary mentor occurred at her second higher education experience at a public university in another state. She recounts that a white female Vice President recruited her into the position of Director of Equal Opportunity and Diversity. As a result, the two forged a strong bond and the supervisor/mentor offered her challenging assignments and numerous opportunities to enhance her professional career.

*Primary mentor or other mentoring formal or informal.* Participant #3 describes her mentoring relationship as informal.

*Greater benefits from informal vs. formal mentoring.* Participant #3 received great benefits as a result of her informal mentoring relationship, but recalls that some of her colleagues felt that they were being slighted. She states that based on the bond that she and her mentor had developed that her mentor trusted her opinion and judgment and allowed her to become involved with high level decision making and important projects.

Participant #3 states that her mentor, who also served as her supervisor made her Interim Director of the Women's Center when the Director of that Center resigned. She attributes this opportunity to the relationship she shared with her mentor. Through her mentor, this participant had access and regular interaction with the President, President's Cabinet and the Faculty Senate.

Participant #3's mentor relationship was personal and professional. She states that as it relates to formal mentoring, she has witnessed faculty examples that sometimes work well and other times don't work at all. She states that she doesn't know quite how she feels about formal mentoring as formal mentoring match processes may not always reflect the required time and thoughtfulness necessary to make such match assignments work. She credits informal mentoring with having helped her tremendously.

*Mentor relationship initiation.* Participant #3 states that her mentoring relationship was a combination of mentor initiated and mutually, naturally occurring.

*Involvement in and benefit of multiple mentoring relationships.* Participant #3 has engaged in multiple mentoring relationships over time and states that she is currently participating in such relationships to some degree. She states that in addition to her primary mentor at her second university, at her first university, she considered her President as her mentor. While she and the President had a very good relationship affording her direct access, she also had mentoring relationships with the Associate Provost/Faculty Diversity Officer and the Vice President, both of whom were close to the President. She considers herself as having had three mentoring relationships at her first university, however, she does not consider any of those relationships in the primary mentor category.

Participant #3 considers it a benefit that in cases in which she wished to have her materials or information vetted prior to speaking with the President, she

engaged the two mentors who were close to the President to review and discuss, as needed. With two senior administrators and the President as mentors and sounding boards, Participant #3 considered herself advantaged by these relationships. Participant #3 states that in acquiring her current position, she was recruited by someone from her first institution who was serving as the Vice Chancellor for Finance and Administration at her current institution. She states that in every case with higher education positions, she has been recruited directly by an individual or individuals within the organization.

*Career and psychosocial mentoring and which category more important.*

Participant #3 states that with respect to her mentoring relationships referenced thus far, most were informal mentoring relationships with career functions provided by the mentor. She states that among the multiple mentoring relationships that she has engaged she has experienced psychosocial functions provided within an informal mentoring relationship.

This participant's psychosocial mentoring experience involved an African American female peer who, in the beginning was not a professional peer in terms of rank and hierarchy, but has since become an executive level administrator. Participant #3 states that this person has provided her with guidance and assistance and has counseled her on how to approach certain issues throughout the duration of their relationship. She states that they have spent a substantial amount of time together talking about professional issues. She states that they share both a personal friendship and a professional relationship.

*Role of mentoring in career success.* Participant #3 believes that mentoring has contributed to her overall professional success. Participant #3 has served in what is essentially the same professional role throughout her professional career in higher education. She appreciates having various people as mentors over time because in the type of position that she has, the role can be very isolating. She states that close colleagues and mentors with whom you can discuss sensitive matters in an environment of trust is vital. The participant values receiving continuous feedback and being provided with an accurate concept of how she is perceived by other colleagues. For these reasons, Participant #3 considers the role of mentoring in her career success as critical and very beneficial.

*Career stage when mentoring has greatest impact.* Participant #3 states that throughout her career, mentoring has assisted her by affording her relationships with various people as resources and support systems. She believes that given the nature of her role as Equity and Diversity Officer, she is required to strategically engage colleagues as allies. She states that mentors have provided her with such support and alliances.

*Race, gender and identity relevance in mentoring.* Participant #3 states that identity development is very important and is of great interest to her personally. She recalls the topic as among those studied in her Master's program. She asserts that she would have enjoyed having a strong African American female or male to be her mentor, but of all her mentoring experiences

over time, only one of them has been African American—and she is female. Those mentors remaining are either white males or females. The most important aspect for the participant in mentoring relationships with white mentors is their ability to understand identity development and issues of race and gender as well as their ability to converse freely with her about such topics. Participant #3 states that though her mentors were largely not of her same race, she felt comfortable talking with them about issues of race.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #3 states that she recalls negative professional experiences with African American men, though she has no explanation for those experiences. She states that in the beginning of her career in higher education she experienced conflict with African American men without fathomable explanation. As a result, this participant is unable to express any reference point of an African American male mentor in her professional career and reflects upon this inability regrettably. She discloses that she would have preferred to have a mentoring experience with an African American male by this point in her career. She states that while there are African American men whom she respects and admires and has relationships with professionally, they have not played the same roles as those who have been in her career as mentors.

Participant #3 states that besides the relationship with an African American female colleague that began as a quasi-peer relationship, she recalls a mentor-like relationship with her Graduate Advisor from her Master's Program.

She states that her relationship with the person, an African American female with academic research experience in diversity and identity, has continued throughout the years. This person acted as a mentor for the participant, offering guidance in her understanding of identity development its role in society while the two maintained a professional relationship beyond her Master's program.

When reflecting on her mentoring experiences, Participant #3 states that while having someone who of the same race and gender as a primary mentor can be very beneficial, that has not been her reality.

*Advocate for formal or informal mentoring in current organization.*

Participant #3 states that at her second university, she was involved in developing a formal mentoring program, but left for her next career opportunity before it was implemented. As part of the program Participant #3 was to serve as a mentor, but was not being personally mentored as part of that program.

The participant's only direct involvement with formal mentoring was as a mentor in a program targeting high school students. She recalls the experience as rewarding and successful and cites it as an example that some formal mentoring programs can work. She references the success story of an African American female former high school student protégé who completed high school, college and law school and is now a prosecutor. Participant #3 believes that formal mentoring programs, whether in professional organizations or otherwise are positive and if carefully managed can prove successful. Similarly, this participant believes that the success of the formal mentoring program that she

developed would ultimately depend upon effective coordination and participant commitment by the administrator of the program at her former institution.

*Willing to share primary mentor contact information for interview.*

Participant #3 agreed to provide her primary mentor's contact information for interview.

*Participant #3 analytic generalization analysis based on theoretical framework.* Participant #3 states that she has a primary mentor relationship and has also experienced multiple mentoring relationships over time. With respect to her primary mentoring relationship, multiple mentoring relationships and her referencing of the absence of early career professional mentoring relationships, race and gender emerge in this participant's interview responses as a relevant factor throughout her experiences.

The primary mentoring relationship for Participant #3 involves a white female mentor. The relationship began in a mentor initiated, naturally occurring manner at Participant #3's second professional experience at a higher education institution. In addition to being white and female, Participant #3's mentor was a Vice President to whom she reported.

This participant speaks with frequency during her interview regarding her race and gender related experiences in the academy. Some of the frequency and ease with which she speaks of race and gender issues can be attributed to her role as an Equity Officer and the focus of her job functions on issues of race and gender. She asserts that African American women face barriers in general in

professional organizations and agrees that mentoring, when an option, can be a tool to address those barriers.

Participant #3 states that mentoring opportunities can be inaccessible if a shortage of available mentors exists. She also factors race into the limitations that can exist for African American women who may seek mentors by recounting her knowledge of professional environments with a void of available mentors of color and a supply of white female mentors who were uninterested in mentoring African American women like her.

Despite these examples of barriers and limitations relative to race and gender related mentoring experiences, Participant #3 has experienced a mixed race dyadic relationship with a white female mentor. The relationship resulted in a close friendship and a productive informal mentoring relationship between the two. In fact, Participant #3 discusses in her response that other employees felt somewhat slighted based on the perceived advantage that her relationship with her mentor/supervisor afforded her. Participant #3 acknowledges the access, opportunities and additional assignments and functions that she received as a result of having a high level of trust with her mentor. The two maintain a relationship currently, even though the mentor has transitioned into private industry and Participant #3 is at a different university.

Participant #3 also references mentoring relationships with the President as well as two other senior administrator colleagues with strong relationship ties to the President at her first institution. Of this mentoring cluster, two were white

males and the other a white female. Participant #3 notes the importance of her access to the two senior administrator colleagues, a white male and female as they acted as soundboards and openly shared information about colleague and institutional perceptions regarding administrative matters within her purview. Given her challenging role as Equity Officer, Participant #3 considers relationships of this sort as vital to maintaining an accurate sense of how her job performance is perceived by the institution's leadership and others.

In addition to the primary mentoring relationship and mentoring experiences with colleagues during her first experience at a university, Participant #3 mentions two additional mentoring relationships. One of these relationships is with a Master's degree graduate advisor who assisted her with thesis related work and the other a higher education administrator colleague with whom she has shared a long-standing friendship. Both of these individuals are African American females and Participant #3 views the relationships as a relevant part of her mentoring experiences. She states that the graduate advisor had a significant role in influencing her understanding about issues of race and identity. The peer colleague relationship began years ago when the colleague had not achieved the hierarchical status that she currently holds today.

Participant #3 makes the distinction that this colleague was of lesser rank when the relationship began and over time advanced to the senior administrator level in a university setting where she (the peer colleague) currently serves. Participant #3 believes that these two relationships, which she considers as

mentor-like in nature, are especially important as they involve African American women. The participant admits to not having experienced such relationships with African American males as mentors and notes a particular sense of disappointment and uncertainty regarding why this particular profile has been absent from her range of mentoring relationships over time. She notes that her limited experiences with African American males in her professional career have been characterized with tension and inexplicable conflict from her perspective. The responses offered by Participant #3 reflect the relevance of race, gender and identity in each of her mentoring relationships.

Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and the theoretical testing process for the theories framing this study are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, the theoretical framework of this study has been supported as the issue of race and gender factor prominently into Participant # 3's discussion of her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory - Participant #3 clearly self identifies as part of a minority group, (African American) and makes reference to the fact that though she has not had significant experiences with African Americans as primary mentors in her careers, she believes that having a primary mentor of the same race and gender would have been very beneficial to her.

Relational Demography - Participant #3 indicates clearly that she took advantage of the opportunities for mentoring that were available to her. She makes it clear that these opportunities did not include the availability of any African Americans who could serve in a primary mentoring capacity. Again, in this instance, one of the causes of the mentor's demographic profile (white female) was the unavailability of comparable African American mentors with a professionally based mentoring interest in her. The consequence in this case was to connect with the mentor options that were available and work toward developing a strong relationship based on common interests. In this case, Participant #3 had a white female primary mentor, white male and female informal mentors and an African American female peer mentor. The relationships that she had with mixed race and/or gender dyads were strengthened through the cultural competencies of her white colleagues who were both interested, willing and informed enough to engage in conversations about race, gender and identity related issues impacting the participant or that were otherwise relevant.

Homophily - From the identity perspective, the homophily prong is fulfilled in only one instance as Participant #3's peer mentor is a fellow African American

female. However, the most prominent primary mentor relationship for Participant #3 exists between her and a white female supervisor who was a Vice President at her former institution. Additionally, Participant #3 had at least three other informal mentoring relationships with university senior executive administrator colleagues who were all white and male, with the exception of another white female. The presence of homophily was limited from an identity perspective, but included one peer colleague of unequal rank who the participant respected. This specific example mirrors claims in the research by Thomas (1990) that African Americans professionals in his study were willing to seek psychosocial functions from among African Americans of lesser rank within the organization. Homophily from a non-identity perspective existed with respect to similarities among the participant and her primary mentor and other mentors who shared the distinction of serving as senior executive administrators.

Diversified Mentoring Relationships - In this case, the power variations that exist are based on race, as the participant is from a minority race and the mentors are from a majority race. With respect to gender, in this case Participant #3 and her mentor are both female. Additionally, while both Participant #3 and her mentor are considered senior executive administrators at the time of the mentoring relationship, the status of Participant #3's primary mentor and supervisor as a Vice President in the organization suggests a slight difference in rank between the primary mentor and the Participant. However, the primary mentor, in this case, leverages her own professional capital to benefit and

*promote Participant #3.* In this case of analytic generalization, replication has occurred as several aspects of the theoretical framework of the study are reflected.

#### *Participant #4*

*Professional background.* Participant #4 has been in her current position since 1997. Her prior positions were Interim University Affirmative Action Officer and Assistant Affirmative Action Officer at her current institution.

*African American female senior executive administrator representation.* As it relates to the presence of senior administrators, this participant states that she does not see the increase of doctoral degree bearing African American females reflected by an increased presence of African American females in senior executive administrator positions at her current institution.

*Advancement barriers.* Participant #4 believes that advancement and visibility barriers exist and also views lack of exposure and lack of positioning among African American female administrators as barriers. She states that there can often be an inability to get minorities in the right place at the right time so that their skills and talents can be viewed, assessed and considered for promotion into a leadership position.

Participant #4 states that even in cases which men and women share similar profiles and background, chances are rarely taken on women to a degree comparable to that of men. However, the tendency is to opt for the male while even in instances in which the male professional's lack of specific experience

may require that he be allowed to grow and develop in the position. She states that those same chances are not taken on women, particularly when it involves females of color. Unlike men, the participant believes that women are expected to enter with extensive direct experience and near perfection level performance for consideration in such cases. Participant #4 sees these complexities as inequities and barriers.

*Mentoring as tool to address barriers.* Participant #4 states that in addition to adjusting practices to provide for more equitable opportunities to promote the inclusion of women and racial minorities, mentoring can also be helpful. She notes a void of persons at a high level within the organization with knowledge of women and minorities and their skills to advocate on their behalf to be selected in the case of an opportunity. It is the lack of exposure and visibility that this participant believes can make it very difficult to initiate or maintain upward mobility as the rules and the playing field shift.

*Primary mentor experience.* Participant #4 recounts her primary mentoring experience with a former supervisor/mentor who served as the Provost of her present institution nearly ten years ago. He departed his position as Provost nearly eighteen months after arriving to become President of another institution and from there became a President of another institution. Participant #4 states that her primary mentor was great at providing advice and positioning her. She states that he was willing to believe in her and take a chance on her. Even after he departed, the participant states that he continued to act as her primary

mentor, serving as a nominator on her behalf for new positions and as a reference when necessary. She states that unfortunately, her mentor passed away in 2006 suddenly while vacationing at Hilton Head. She recounts that experience as tragic and states that she has not had another primary mentor experience.

*Primary mentor or other mentoring formal or informal.* Participant #4 describes her mentoring experience as an informal adding that her institution only has formal mentoring programs for faculty. She notes that the formal institutionally administered mentoring programs have experienced varying levels of success. She describes the current formal mentoring program for faculty at her university as one which assigns new faculty to an existing faculty member. She believes however, that potential protégés will typically migrate to find an experienced person with whom they are comfortable and who they feel can appropriately meet their needs. She states that those who can meet the protégé's needs are the faculty who serve as the primary mentor.

*Greater benefits from informal vs. formal mentoring.* The participant believes that there are benefits to an informal mentoring relationship and that in formal mentoring relationships interactions can be more artificial than real. As people gravitate toward each other and the mentor decides to take the person on as a protégé, Participant #4 believes the mentor exercises a greater commitment to steering the career of the protégé and to offering the protégé the benefit of wisdom and experience. The participant describes her experience with her

mentor as very beneficial. She states that a protégé's to identify a mentor, coordinate mentoring time and activities and maintain consistency in contact can be very difficult.

Participant #4 has experienced benefits from her primary mentoring relationship and states that when her relationship began to develop with her primary mentor, it was the first time that she had someone to whom she reported who took a specific interest in her and charted out the possibilities of where her career could go. She states that it was particularly special because she would never have thought to approach her supervisor and suggest that he be her mentor.

From a generational perspective, this participant felt that mentoring was not as commonplace years ago as it is currently. When recalling her experiences as a faculty member at another public, majority white institution in the state she notes that mentoring practices were not as commonly recommended as they are today. In contrast, she believes today's young professionals are encouraged to find a mentor for their personal and professional life who they can trust to help them in their career.

*Mentor relationship initiation.* Participant #4 describes her mentoring experience as mutually, naturally occurring, while noting that when her mentor came in as Provost, he sought her out. She remembers vividly, ten years ago, she and her husband were returning from a trip and as she settled into the office the following day she was informed that the new Provost wanted to meet with

her. The participant's new supervisor approached her to inquire of her comfort level with having two senior colleagues report to her. He shared that he had been assessing her ability and felt that she could be productive in executing his vision. The participant recalls his decision to entrust these new responsibilities to her as empowering and a strong reinforcement to her professional esteem.

As a part of her annual evaluation process, the participant states that her mentor would incorporate performance and goal attainment incentives. If she had been successful in achieving annual goals, her supervisor/primary mentor would identify professional development opportunities and implement pre-stated salary increases. Participant #4 was devastated when her primary mentor departed but fortunately, the relationship continued. She states that at each university he was assigned to, he would insist that his Equity Officer talk extensively with her by phone or arrange to meet and shadow her to learn about how to administer an effective Equity operation.

*Involvement in and benefit of multiple mentoring relationships.* Participant #4 states that as a tenured faculty member and historian, she has experienced a mentoring relationship with an African American female senior historian and professor who was a colleague of internationally acclaimed historian, Dr. John Hope Franklin. With regard to her professional role as a senior executive administrator, she maintains a very positive relationship with the Chancellor, though she reports to the Provost.

She states that multiple mentoring relationships are important due to the complex nature of the lives of senior administrators. She states that it would likely be impossible to find one person who could tell a protégé about family, work/ life balance, about one's professional role and what one should be aiming for as a next career step. While it could be one person, she believes that any one person would burn out and for that reason she states that an array of mentors is needed.

*Career and psychosocial mentoring and which category more important.*

Participant #4 states that almost exclusively, she has experienced the career instrumental functions. She states that when the new Provost arrived at her institution ten years ago he provided her with greatly expanded, high profile duties and was very instrumental in positioning her by scheduling her to represent him at high visibility meetings at GA or at Executive Officers or Faculty Senate meetings. She identifies these opportunities as being invaluable.

With respect to psychosocial mentoring functions, she states that because she is an introvert, most of her psychosocial and emotional support comes from her family, her spouse (also a Professor and academic administrator) or from persons whom she knows extremely well. Participant #4 believes that the reason why there are so few African American women in senior executive administrator positions is due to a void in mentoring opportunities that in effect, denies them the level of responsibility and exposure that can enhance and increase that person's visibility and professional capacity.

*Definition of career success.* Participant #4 states that her definition of success involves the recognition from peers and colleagues internal and external to an administrator's institution of that individual's status as an expert in what he or she does professionally. Another aspect of her definition of success reflects that one is amply rewarded financially for one's competence, performance and expertise. She also defines success as being provided the power, access and tools to perform the job effectively. She states that a mark of success is that one is good enough that others want one's advisement or consultation or desires that one lead their organization to another level in their area of expertise.

The Participant states that success has to provide a professional with a measure of satisfaction by helping that person hold true to the things that matter and are important to him or her. She states that in her case those things are principles such as social justice and equity. Participant #4 believes success means that the organization is making appreciable progress on the goals and areas of accountability in one's purview and that one's personal and professional goals are being accomplished.

*Role of mentoring in career success.* Participant #4 states that mentoring has contributed to her overall career success and had she experienced good mentors early and consistently throughout her career, she could be even more successful. She states that the mentoring she received from her primary mentor, in particular has been instrumental in helping her be successful.

*Career stage when mentoring has greatest impact.* Participant #4 thinks that the greatest impact by mentoring can be experienced in the mid-career stage. She states that she is in the middle of her career currently and will begin winding it down soon. Good mentoring opportunities in her early career stages, in the participant's opinion could have helped to shape and mold her career direction and position her for a broader array of opportunities. Participant #4 asserts that it is critical to have mentoring at all career stages throughout life.

*Race, gender and identity relevance in mentoring.* As it related to Participant #4's academic faculty historian mentoring relationship, she believes that the race and gender aspects of that relationship are very important and relevant because there are so few African American female historians. By contrast, the participant's primary mentoring experience was an interesting first encounter relationship with a white male mentor. She states that individuals who are looking for racial minority mentors at public, majority white institutions may not find them and considering that reality believes it is important for African American female administrators to think broadly about who may be a potential mentor and consider that there may be people who might be considered unlikely mentors who are willing and would be good mentors. Participant #4 states that she received far more mentoring when her supervisor and primary mentor was a white male than when her supervisor was an African American male.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #4 states that race may have influenced a beneficial

effect in her relationship with her primary mentor. The participant states that both she and her primary mentor shared the same academic discipline, so they related as administrators and academics with an affinity for history. She believes that this similarity may explain why the connection between the two was so strong.

She states that it was helpful when her mentor as an empowered, prominent White male stated that she was his “go to” person. The participant asserts that in most cases white men are willing to listen to fellow white men—and in her case she is convinced that having the support and endorsement of her white male primary mentor was very important.

*Advocate for formal or informal mentoring in current organization.*

Participant #4 states that as a general practice she considers herself an advocate for formal or informal mentoring programs within her organization.

*Willing to share primary mentor contact information for interview.*

Participant #4 states that she would provide me with the information, however, her primary mentor is deceased.

*Participant #4 analytic generalization analysis based on theoretical framework.* Participant #4 states that she believes that barriers exist for African American female professionals in higher education. She describes these barriers as a lack of exposure, visibility and positioning and notes that in many cases when it comes to women or minorities seeking opportunities within the executive administrator ranks, there is an insufficient number of advocates at the executive

level who know enough about them or their abilities, skills and experience to effectively lobby on their behalf. She states that it is more commonly the case that white males are considered for such opportunities.

Participant #4 believes, however, that if a talented African American female aspiring administrator receives the exposure, visibility, positioning and support from a mentor, doors of opportunity can be opened. She also states that any African American female administrator who aspires to lead at the executive level needs to be willing to consider a mentor outside of her race as there can be availability limitations if one exclusively seeks a same race mentor.

Participant #4 notes a primary mentor relationship and a non-primary mentoring relationship in her interview responses. Participant # 4 was mentored by a white male in an informal primary mentoring relationship that was both mentor initiated and mutually, naturally occurring. She further states that this mentoring relationship which began when she gained a new supervisor, who served as Provost for her institution and soon after became her primary mentor, constituted the best mentoring relationship she has ever experienced. Upon assessing members of his office, he determined that Participant #4 had substantial talent and approached her about taking on new responsibilities and being his “go to” persons for a variety of matters, to include some that were not in her original job description. She also gained several new direct reports and began to work closely with her new supervisor mentor to implement some of the new plans he developed for his area.

Participant #4 states that her primary mentor increased her visibility and publicly acknowledged her at Faculty Senate, Executive Council and other important contexts as his “go to” person. She states that she often represented her supervisor primary mentor at various executive and system level meetings and received career guidance and resource support for selective professional development opportunities requiring Chancellor or Provost level approval.

Participant #4's additional mentoring relationship involved a senior African American female academic historian. Participant #4, a tenured professor of History, connected with this colleague years ago and has continued the relationship based on common academic interests. With respect to race, Participant #4 believes that race had a beneficial impact on the mentoring relationship. She believes that in addition to race and identity enriching the mentoring experience, she and her primary mentor shared the same academic discipline, as he too, is a historian. For that reason, Participant #4 states that she and her primary mentor connect along areas of commonality.

Participant #4 does not perceive that the mentoring functions provided by a primary mentor or through any of her multiple mentoring relationship experiences would address any aspect of psychosocial realm based upon her nature and approach to psychosocial interactions. She states that any of the psychosocial functions that she might need generate from members of her family, her spouse, who is also a tenured professor and university administrator and a small network of highly trusted individuals with whom she both a personal

and professional relationship. She does not perceive that she would be comfortable entrusting such functions to anyone else.

Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and testing of this study's theoretical framework are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, the theoretical framework of this study has been supported as the issue of race and gender factor prominently into Participant # 4's discussion of her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory-Participant #4 clearly self identifies as part of a minority group, (African American) and makes reference to the fact that though she has not had significant experiences with African Americans as primary mentors in her career. She cautions that restricting oneself to only seeking or engaging relationships with same race and or gender primary mentors can limit the potential for other valuable and beneficial relationships with mentors who may not meet their preferred racial or gender profile. Participant #4, also strongly

identifies from a gender perspective citing examples and noting differences among the limited senior level administrator opportunities available for women as compared to the opportunities often created for white males.

Relational Demography - In terms of cause of the composition of her mixed race and gender mentoring dyad, Participant #4 speaks of the assertive act by her new supervisor at the time, the appointed Provost at her university, in engaging her as his “right hand” person early on. The supervisor/subordinate relationship developed rather quickly into a mentor/protégé relationship.

Participant #4 embraced the opportunity to be mentored by her supervisor as it was the only substantive mentoring opportunity initiated and available to her at that time. In terms of previous experiences, Participant #4 states that she received a greater benefit from her primary mentoring and direct reporting relationship with her supervisor than she received from a former black male supervisor. As a consequence of this mixed race and gender mentoring dyad with her primary mentor, Participant #4 received the most significant support, promotion, visibility, exposure and opportunity that she had ever experienced.

Homophily - From the identity perspective, Participant #4 and her informal mentor with whom she shared an academic discipline are both African American females—which the participant notes is a rarity. From the organizational group affiliation perspective, Participant #4 relates to her white male primary mentor as a fellow academic, tenured faculty member and historian, as both share the same academic discipline.

Diversified Mentoring Relationships - In this case, the power variations that exist are based on race and gender, as the Participant is from a minority race and is female and the primary mentor is from a majority race and is male. Additionally, while at the time of the mentoring relationship Participant #4 was considered a senior administrator, a rank slightly below her primary mentor and supervisor's role as Provost. However, the primary mentor leveraged his power on behalf of his protégé and promoted her to Vice Provost, a senior executive administrator rank position that Participant #4 currently holds. In this case of analytic generalization, replication has occurred as several aspects of the theoretical framework of the study are reflected.

*Participant #5*

*Professional background.* Participant # 5 states that she has been with her institution for over eight years serving as Senior Associate Provost. She is the former Vice Provost at a public predominantly white university in the Northeast where she served also previously as the Associate Provost for Finance as well.

*African American female senior executive administrator representation.*

Participant #5 states that the number of African American female senior executive administrators at her current institution is dependent upon how senior executive administrator is defined. When informed of the definition used for this study, Participant #5 states that she believes there are four of five African American females who meet this study's definition of senior executive administrator. She considers the number of African American female senior

executive administrators at her university to be small and believes that there should be more.

*Advancement barriers.* Participant #5 states that barriers do exist for aspiring African American female senior executive administrators.

*Mentoring as tool to address barriers.* Participant #5 states that mentoring can probably help to address barriers but suggests that there are barriers to mentoring involvement also. She states that one of the barriers to mentoring is the fact that administrators tend to be overworked. Therefore, she states that having time to be engaged as a mentor is a challenge. She states that often mentors who remain involved despite challenges view mentoring as a mission and are passionate about it.

The participant notes that competitiveness among colleagues can also be a barrier to mentoring. She explains that some potentially viable mentors do not engage because their personal views regarding competitiveness inhibit their involvement. She refers to this competitiveness as a form of self-protection exercised by accomplished colleagues.

*Primary mentor experience.* Participant #5 states that she has experienced mentors throughout her career in higher education. She described these mentors as people who have been professional resources at specific times during her career. She refers to these individuals as situational mentors.

She describes a singular mentoring experience of importance that emerged from the formal mentoring component of a leadership program called

The Millennium Institute. As a result of her involvement with this program she states that she was assigned a mentor whom she considers her primary mentor.

*Primary mentor or other mentoring formal or informal.* Participant #5 states that her primary mentoring relationship was formal in nature. The participant's primary mentor recently stepped down from her college presidency to become the first African American female President of a major, national higher education organization. She states that though the mentoring relationship began as formal, it later evolved into a more informal mentoring relationship. She states that the mentoring relationship was arranged by the Millennium Institute and that she was assigned as a protégé to her institution's President, who happened to be her nominator for the Millennium Institute.

She states that she calls her mentor routinely to check in and update her on her career progress, to just say "hello" or to ask specific questions or seek specific advice. Participant #5 states that when employed at the same institution with her primary mentor, she would occasionally be invited to President's Office for lunch or would accompany her mentor to private meetings and dinners. These opportunities introduced her to the settings in which presidential business was conducted and exposed her to a private and elite context that she does not believe would have ever been accessible in her early career without a direct relationship with a college president. She states that her primary mentor would organize topics of importance and schedule activities with her as protégé to reinforce important aspects of the learning experience. She states that her

primary mentor exposed her to the aspects of handling the business of being President.

*Greater benefits from informal vs. formal mentoring.* Participant #5 states that even though her mentor was the President of the university where she was employed, the mentor was less involved in her day-to-day existence (micro) but more involved in increasing her exposure and awareness of the career possibilities available to her (macro). She states that the knowledge gained from her primary mentor was invaluable, primarily due to the level of exposure gained while accompanying the CEO of a university. She states that in this regard, the experiences were of tremendous value to her.

The participant believes that the informal aspect of a mentoring relationship is essential for meaningful relationships with depth and capacity. She believes that mentors and mentoring relationships require trust asserts that trust is typically not developed to the degree necessary in a formal mentoring relationship. She states that there are people whom she considers mentors from whom she seeks professional advice, and in such cases, she considers that to be a professional exchange. However, she states, when invited to someone's home for dinner or a party more informal, deeper relationships result.

*Mentor relationship initiation.* Participant #5 states that her mentoring relationship began as a formal match and later evolved into an informal mentoring relationship.

*Involvement in and benefit of multiple mentoring relationships.* Participant #5 states that multiple mentoring relationships are absolutely essential for success.

*Career and psychosocial mentoring and which category more important.* Participant #5 states that since her primary mentor was not her direct supervisor, challenging assignments relative to her work were not necessarily a part of their mentoring activities. She states that her challenging assignments came most often from the Board of Trustees or the Board of Governor's representatives. She states that when those assignments came, she considered them to be a test of her ability and an opportunity to grow.

She states that her Graduate Advisor instructed her that, as a professional, she would learn most from the people who are critical of her because they always point out what the problem is as they see it and as a result are always attempting to correct it. For that reason, she sees criticism as a part of professional growth whether one is receiving it from a mentor or from adversaries.

She states that the psychosocial functions from mentoring are very important and are among the functions she received from an individual colleague/friend or a group of professional friends. She states that she has witnessed psychosocial mentoring functions at work over the course of numerous informal mentoring experiences. She states that she has experienced mentoring in groups in which members of the group, with similar administrator rank

mentored one another in a peer to peer fashion. She states that this effective form of mentoring offers participants an opportunity for sharing, connecting and support and considers the knowledge and guidance as beneficial.

Participant #5 thinks that a peer mentoring construct provides more psychosocial support and the value added opportunity to interact with other similarly situated African American senior executive administrators at her university. She believes having a mentor external to your institution to provide psychosocial functions is important due to objectivity of opinion. The participant states that colleagues outside of one's context can be fair and pose questions that may the protégé to view situations in a different or even more constructive way. She asserts that external informal mentors can also challenge a protégé to analyze matters from a more objective perspective, if needed.

Participant #5 considers career-instrumental and psychosocial functions as important and expects that both functions may likely not be provided by the same mentor. She believes that African American senior executive administrators need a network of mentors who are supportive and available.

*Definition of career success.* Participant #5 defines success as simply as being happy to go to work each day and enjoying her work experience. She says that to her—that is success. She further describes components of that success to include, being in control of her work, having the challenge of meeting needs of university constituents and helping others achieve their goals. She states that for her success is being in the room with a seat at the decision making table and

with a voice that is being heard. She states that during her early career as she was seeking to advance, she would share with her superior that she could not grow without exposure. Participant #5 states that she understood that she needed the exposure, even if the matters being discussed involved issues that did not require her input. She states that inclusion in those contexts provided an opportunity to learn and better understand how decisions were being made. By being part of the visioning process, first as a participant and later as an observer, the participant experienced an increased level of professional maturity and increased knowledge. As a result, she earned and exercised her right to speak and was acknowledged as a respected voice at the table. She states that being a part of major decisions and having some degree of control of her own professional destiny are important to her.

*Role of mentoring in career success.* Participant #5 states that mentoring has played valuable role in her career and as a result of interactions with her primary mentor and other mentors she has honed her skill of negotiating people-related issues. The participant states that a leader's success is largely dependent upon the ability to effectively deal with people related issues. The interpersonal aspect of the work, while not an area that the participant had proficiency in was an area that she knew required a level of competency to be successful as a senior administrator. Participant #5 states that she became aware that learning different personalities and understanding how to work with them all is necessary to effectively manage people.

She elaborates further to clarify that she is not speaking of effectively managing people from the aspect of being a good supervisor, but effectively managing people to achieve the outcomes desired in any given situation. She states that ultimately an administrator desires either a win-win or a positive result. To this end, this protégé notes that her mentor discussed with her the value of employing certain strategies to achieve the desired outcome.

Participant #5 points out that a critical lesson learned from her mentor taught her that being “right” is not always the best approach or the best way to achieve a goal. Further, in order to get something done, the participant believes a leader has to work with people where they are. Above all things she states that success is getting the thing that you want done—done and in most instances there will be compromise or collaboration. The participant states that very rarely will an administrator achieve something successfully that will be exactly as he or she desired it to be.

*Career stage when mentoring has greatest impact.* Participant #5 states that early mentoring experiences are positive and necessary noting that the most effective mentoring began for her during her initial post-graduate school years. She states that her second boss informed her about unwritten professional rules and provided her with guidance regarding sensitive and subtle interactions. She states that her supervisors and mentors provided her with the confidential guidance that others may not and credits those nuances shared by her mentor as some of the most important guidance she received for her career. It is the

participant's belief that the sooner an administrator is advised to learn the office politics and dynamics and is offered guidance obtained through the experiences of others about human relationships, the better.

*Race, gender and identity relevance in mentoring.* When describing the relevance of race, gender and identity in mentoring, Participant #5 states that these factors have been extremely important at different times. She states that professionally her supervisors have always been white males, with the exception of the current one, who is a Black female. She states that her primary mentor was a Black female. However, she states that much of the informal mentoring and coaching she received regarding how to do things within the academy was provided by white male mentors. She states that relevant factors that impact the effectiveness of mentoring are aspects such as timing, positioning within the organization and career stage. She believes that effective mentoring that has major impact on a protégé's career is directly influenced by whether or not the mentor has the ability to speak truthfully and legitimately to the protégé and by whether or not the mentor or the mentor's network has power in the organization.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #5 thinks race is important as a personal identification issue as affinity may encourage similar professionals one to make an immediate connection. However, she states that an assumption of a commonality of experiences among people who identify racially or by gender, can be false. There can be an increased comfort level in some instances among those with

shared racial or gender experiences. However, increasingly factors like socio-economic status can influence relationships also. Ultimately, the participant states that an effective mentoring relationship is determined by the level of interest the mentor has in the protégé.

She states that she has mentored students, employees and young professionals and believes that the mentoring relationship works best when the mentor is committed and the protégé is interested, open and responsive to being mentored.

*Advocate for formal or informal mentoring in current organization.*

Participant #5 states that she considers herself an advocate for mentoring programs. She states that she mentors undergraduates and has begun using a peer mentoring model among freshman women. She states that she attempts to help everyone who asks and notes the varying needs of each protégé. She understands that to be an effective mentor one must inquire of the protégé's needs and determine the best way to guide them.

*Willing to share primary mentor contact information for interview.*

Participant #5 provided with me contact information but cautioned that it may be hard to contact her given her recent new position appointment. She provided the information but the researcher was unable to contact her primary mentor

*Participant #5 analytic generalization analysis based on theoretical framework.* Participant #5 states that she has a primary mentoring relationship and has also experienced the benefit of multiple mentoring relationships

throughout the course of her career. She feels that barriers do exist for African American female administrators in higher education and believes that a significant barrier can be the inability or unwillingness of potential mentors to find or commit time to African American female administrators who seek mentors. She states that because so many African American female senior executive administrator and other potential mentors are inundated with work related obligations, it is often difficult to find the time to mentor effectively. She also cites that other barriers such as professional competitiveness may prohibit potential senior level mentors from mentoring junior colleagues. She describes the behavior of senior faculty who elect not to mentor junior faculty due to perceptions of junior protégés as threatening as a form of self-protective behavior practiced by otherwise capable senior mentors.

Participant #5 states that her primary mentoring relationship initially began as a formal mentor match assigned through the Millennium Institute a leadership program for minorities in higher education. She states that the relationship later evolved into a rather informal mentoring relationship. She describes several of the opportunities afforded to her as a protégé of the African American female President of her university at that time. While she did not share a direct reporting relationship with her primary mentor, she did benefit from exposure opportunities that involved accompanying her mentor to exclusive contexts that are typically accessible only to Presidents. She benefited from small group interactions in

which her mentor spoke and engaged her in discussion about relevant topics in higher education.

Participant #5 states that aside from her primary mentor and her current supervisor, both African American and female, the majority of her direct career-instrumental mentoring related experiences have involved white males. She states that she received informal mentoring and guidance regarding unwritten rules, norms and practices in higher education throughout the years from several white males. She states that race can be a relevant factor in mentoring relationships but also believes that persons cannot necessarily assume a connection with an individual based on race alone. Participant #5 believes that are other factors that can influence mentoring relationships, such as class.

Participant #5 states that some of the critical factors impacting mentoring outcome and effectiveness, in addition to the insight and coaching and other career-instrumental functions that she has received from mentors are timing, mentor power within the hierarchy and mentor authority to make decisions to impact the protégé. Additionally, Participant #5 states that one of the most important requirements for mentoring effectiveness is in level of interest the mentor has in the protégé and the mentors expectation that the protégé will be responsive to mentor critiques, observations and recommendations for improvement.

For Participant #5, most of the references to the relevance of race and gender are related to her African American female primary mentor, who serves

as a college president and the white males she references as providing her guidance and important professional lessons in her career. Participant #5 also notes her peer mentoring relationships with fellow African American female senior executive administrators and connects those mentoring experiences with psychosocial related benefits.

This connection by Participant #5 is in contrast to the career-instrumental benefits she credits as receiving from her primary mentor, an African American female and from the multiple mentoring relationships she has engaged in with white males throughout her career. Participant #5 responses also reflect the relevance of her involvement as a mentor to students, young African American female professionals and fellow African American female senior executive administrator peer colleagues.

Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and the theoretical testing process for the theories framing this study are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, the theoretical framework of this study has been supported as the issue of race and gender both factor into Participant # 5's discussion of

her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory - Participant #5 connects her self identity as an African American and a female to various mentoring experiences. She has an African American female primary mentor who served as the President of the university where she was employed at the time of her mentoring relationship. Participant #5 also vaguely references an earlier mentoring relationship with another African American female in higher education who died 18 months after they met. Participant #5 has a number of other informal mentoring relationships that she considers meaningful within her career context. Most of these informal mentoring relationships involved white males as mentors.

Relational Demography - In terms of cause of the composition of her same-race, same-gender primary mentoring dyad and mixed race and gender informal multiple mentoring relationships over time, the first was coordinated as a mentor/protégé match by a leadership program that the President (who became the formal mentor) had recommended to Participant #5. The additional informal multiple mentoring relationships involving white males, were mentor initiated and more naturally occurring in nature, involving senior colleagues who provided Participant #5 with critical success strategies and tips on managing and negotiating people and behavior. Participant #5 believes that the skills developed

and lessons learned in these informal multiple mentoring relationships are among the most important in her career.

Homophily - From the identity perspective, Participant #5 and her primary mentor who was President at the university where she was employed at the time of the mentoring relationship, is an African American female with whom Participant #5 shared race, gender, and institutional context similarities. While there was a clear difference in rank among the two, the primary mentor as University President exposed Participant #5 to the role, environment and responsibilities of a University President. With respect to the number of other informal mentoring relationships with white males and group affiliation similarities, Participant #5 shared organizational group affiliation as an administrator and later as a senior executive administrator.

Diversified Mentoring Relationships - In this case, the power variations that exist are relegated primarily to Participant #5's informal multiple mentoring relationships, since the primary mentor and the participant share these same race and gender. With regard to the informal multiple mentoring relationships with white males the power variations are based on race and gender, as Participant #5 is from a minority race and is female and the informal mentors are majority and male. In this case of analytic generalization, replication has occurred as several aspects of the theoretical framework of the study are reflected.

*Participant #6*

*Professional background.* Participant #6 currently serves as Vice Chancellor for Information Technology at University of Wilmington where she has been for 2 ½ years. Formerly, she was Assistant Provost for Technology and then VP of Technology at Hampton University. She transitioned into higher education from a career in the IT industry as Senior Marketing Manager with IBM. She has been in higher education for 15 years.

*African American female senior executive administrator representation.* Participant #6 states that there are not many African American female senior executive administrators at her current institution. She also states that there have not been many in her particular field of IT throughout her career.

*Advancement barriers.* Participant #6 agrees that barriers do exist for African American female administrators and notes that in the information technology profession, gender barriers are rather common as the profession has historically been and continues to be male dominated.

*Mentoring as tool to address barriers.* She states that she imagines that mentoring can be useful to some African American female aspiring administrators in addressing barriers. Participant #6 states that she transitioned from the corporate sector where the IT profession is male dominated into higher education where the IT profession is male dominated.

*Primary mentor experience.* Participant #6 states that has not experienced a primary mentoring relationship, per se. She does, however, describe a number

of informal and formal multiple mentoring relationships that she has experienced at various times throughout her career.

*Primary mentor or other mentoring formal or informal.* She states that a variety of individuals have both formally and informally provided her with mentor-like functions.

*Greater benefits from informal vs. formal mentoring.* Participant #6 believes that informal mentoring provides more benefits and advantages, particularly as it relates to opportunities for advancement.

*Mentor relationship initiation.* She states that most of her mentoring experiences have been mutually-naturally occurring. She describes a few others as mentor initiated.

*Involvement in and benefit of multiple mentoring relationships.* Participant #6 thinks that having a variety of mentors is very advantageous. She states that a person should not rely on just one source for mentoring as a person's mentoring needs change over time. Her approach to mentoring by Participant #6 is fundamentally self-directed. She describes herself as one who has determined what her needs have been at any given point in her career.

*Career and psychosocial mentoring and which category more important.* She states that life is a continuum and at certain points a person will often need particular types of help. She believes that work and life balance is critical at certain points in your career. She states that different people whose opinions a person values are needed in that person's professional life. Participant #6

believes that who she needs may depend upon where she is at a particular time in her living and that reality may vary. She states that her personal and professional needs determine what type of mentoring she requires. She states that personal and professional needs also determine who the best person is to provide the needed mentoring. She states that mentoring is somewhat of a self-guided process for her.

*Definition of career success.* Participant #6 states that she defines success and knowing for oneself where one want to go first, and then talking through the “how to get there” with someone whose opinion one respects.

*Career stage when mentoring has greatest impact.* Participant #6 experienced formal mentoring at a point in her career when she suspected what she wanted to do but needed affirmation. She states that informal mentoring was advantageous as it helped her identify areas that could impact professional growth. She states that her mentors would recommend professional development programs that were important for further developing her professionally given where she was at the time. She states that mentoring was much more helpful than not.

*Race, gender and identity relevance in mentoring.* She states that she has experienced both white and black mentors. Since she is able to compartmentalize well, she states that she received what she needed from the source able to provide it. She states that she did not have expectations that did not match mentor abilities. Participant #6 is the only African American female

senior executive administrator in the study who identifies as having served at a historically black college or university during her career as a senior administrator. Her perceptions regarding the impact of race and gender in mentoring relationships reflect her belief that same race or gender mentoring relationships do not necessarily favor an African American female senior executive administrator any more than mixed race relationships. She asserts that there are advantages and disadvantages in each case.

She further states that she has received poor professional advice and mentoring from other same race colleagues. She also states that her most open, meaningful and beneficial mentoring relationships have been with white and black male colleagues as opposed to females. She states that she endured conflicting, unproductive and overall unhelpful relationships with African American and white women.

*Race, gender and identity enriching or hindrance in mentoring relationship.* Participant #6 states that she understands that when it comes to race, the sword cuts both ways. She believes that there can be advantages and disadvantages to same race and gender mentoring relationships. She offers that just because an individual is of the same race and gender does not mean they will provide you with the best professional advice. To the contrary, she states that she has received conflicted information from African American females who have not necessarily been helpful in all cases. She states that higher education was

not her first industry. She describes her mentor circle as very small, consisting of people whose opinions and advice she values.

She states that based on her experiences, her most valued mentors have been men and she has found them to be very open to sharing their experiences and lessons learned. She states that she has not found the openness to sharing experiences or professional lessons with African American women or women in general. She states that she has experienced very few female mentors and has predominantly been mentored by Black men. She states that her field of Information Technology is dominated by mostly white men.

*Advocate for formal or informal mentoring in current organization.*

Participant #6 believes that networking is as important if not more important than mentoring. She states that networking opens doors, but at the end of the day a professional must perform with competency. She states that the most important thing to remember as a professional with respect to mentoring, networking or otherwise is that performance matters.

*Willing to share primary mentor contact information for interview.*

Participant #6 did not provide me with the mentor contact information.

*Participant #6 analytic generalization analysis based on theoretical framework.* Finding: It should be noted that in the case of each of these African American female senior executive administrator participants, issues of race, gender and identity are an inherent part of their professional context. The process of analytic generalization and the theoretical testing process for the

theories framing this study are designed to determine the degree to which the participants themselves explicitly reference and expound upon specific aspects of race, gender and identity relative to the mentoring experiences presented in their participant interviews.

In this respect, as it relates to the participant's explicit referencing and discussion of race, gender or identity, the theoretical framework of this study has been supported as issues of race, in particular, factored into Participant # 6's discussion of her various mentoring experiences. Specifically, as it relates to the four theories grounding this study, this participant's case has reflected an aspect of each theory as follows:

Social Identity Theory - Participant#6, who states that she does not have a primary mentor, makes a connection between her group association and self concept in her comments with regard to the informal multiple mentoring relationships she has experienced throughout her career. These experiences for the participant have involved both white and African American mentors who have primarily been male. Participant #4 notes that her profession as an IT senior administrator is significantly male dominated. She states that mentoring relationships with African American women have not always been positive or helpful.

Relational Demography - The cause of demographic profile among the mentors represented in Participant #6's informal multiple mentoring relationships over time has been influenced by mentor availability within her profession and

the selective process by which Participant #6 approaches mentoring experiences. Participant #6 states that she considers her mentoring experiences to be self-directed, and as such, aside from male dominance within her profession, her personal mentor criteria and selections determine the demographic profile of mentors. She states that her most valued mentors have been men and that she has been mentored predominantly by African American males. She states that she has found them to be very open about their experiences and lessons learned. She states that she has not experienced the same with African American women or with women in general. Participant #6 states that her mentor circle is small and limited to trusted individuals whose opinions she values.

Homophily - From the identity perspective Participant #6 has race similarities with some of the African American males she references as mentors during her career. Additionally, in terms of organizational group affiliation, she relates to informal mentors in terms of their specialized IT profession within higher education. In her current position as Vice Chancellor of Information Technology, she serves as the highest ranking administrator in the specialized area of IT. Therefore, the likelihood of having an internal mentor in her specialized field is slim as she is the leading authority. However, prior to her current position, when she served as IT Director at a historically black university, she likely experienced informal mentoring relationships with non-African American males with whom she related based on their IT background.

Diversified Mentoring Relationships - In this case, the known power variations that exist are based on gender and race, as the Participant is from a minority race and the informal mentors are African American and white males.

In this case of analytic generalization, replication has occurred as several aspects of the theoretical framework of the study are reflected.

### Mentor Case Findings

#### *Mentor of Participant #2*

*Mentoring relationship and success of protégé.* Mentor of Participant #2 states that he believes that the mentoring relationship with his protégé contributed to his protégés overall career success. He states that the question is framed as if mentoring is static, rather than a dynamic process, noting that the best mentoring is when a relationship is established and is maintained throughout the rest of someone's career. Mentor of Participant #2 states that if a month goes by that he has not talked with his protégé it is unusual. He states that they typically talk more often even though they have not worked together for a long time.

#### *Mentoring category provided more frequently by mentor to protégé.*

Mentor of Participant #2 states that he provided a mixture of both mentoring categories though he considers himself as providing more psycho-social functions than career-instrumental.

#### *Mentoring category provided more effectively by mentor to protégé.*

Mentor of Participant #2 believes that he provides psychosocial mentoring

benefits more effectively. He states that he is able to maintain the provision of psychosocial functions even though he and his protégé are thousands of miles apart at two very different institutions. He states that in his opinion, in contrast to psychosocial mentoring functions, to perform career-instrumental functions effectively as a mentor requires more proximity to the person.

*Informal or formal mentoring relationships.* Mentor of Participant #2 describes his mentoring relationship as informal in nature. He states that the mentoring relationship was independent of the organization and was initiated on a very personal basis.

*Did the nature/type of mentoring relationship influence your ability to assist.* Mentor of Participant #2 states that the informal nature of the mentoring relationship allowed he and his protégé to delve into far more delicate topics on a personal level rather than a purely professional level. He states that the mentoring relationship began and remains professional, but he and his protégé are able to talk with a level of intimacy that would likely not be feasible if there relationship was more structured and along purely professional lines.

*Relationship initiation.* Mentor of Participant #2 states that the relationship's initiation is best described as a mutually naturally occurring mentoring initiation as neither he nor his protégé ever explicitly articulated that they were developing a mentoring relationship. He states that the relationship evolved as a result of him having been one of the first colleagues to encounter her when she visited the campus where he formally served as an administrator.

He states that he was involved in the interview and selection process and thereafter, he and his current protégé made a personnel connection

*Relationship initiation and impact on mentoring benefits.* Mentor of Participant #2 states that he evolved from a listener during his protégés interview into someone she continues to utilize as a sounding board in her career.

*Race, gender and identity relevance.* Mentor of Participant #2 states that race, gender and identity probably were relevant in the sense that his protégé was surprised. He states that her surprise was not relative to any lack of exposure on their part as she has worked in majority white institutions all of her career and is very accomplished from a bicultural aspect. However, he states that he believes that his protégé was probably somewhat surprised at the interest and openness he expressed with regard to having a mentoring relationship and how much he cared about her well being. He states that he doesn't necessarily think he was unique in that sense, but on the other hand, he thinks to even today, his protégé continues to be surprised at how much he cares about how the protégé is doing.

*Race, gender and identity enriching or hindrance.* Mentor of Participant #2 thinks that the mixed race and gender dyadic relationship added value in the sense that it wasn't natural or the established norm for me (as a white male colleague) to have that kind of mentoring relationship with her (African American female). I think this aspect of our mentoring relationship has a symbolic value to her that in that it clearly involved stepping outside of what might normally be

expected or what she might normally have experienced in her career so that element made the our mentoring relationship more notable. He states that though the race and gender aspects and differences didn't cause the relationship, those aspects made the relationship stronger.

*Did your mentoring impact upward mobility and success of protégé.*

Mentor of Participant #2 states that his protégé has experienced a number of challenging situations. He states that he and his protégé talked through a number of issues and that she has successfully negotiated the challenges. He believes that as a result the ability to negotiate those challenges has made a substantial impact on her advancement.

*Elements of effectiveness in mentoring relationships for mentors.*

Mentor of Participant #2 states that in my experience and observations, sincerity is a key element in any effective mentoring relationship. The mentor states that he has rarely seen formal assigned mentor/protégé relationships work whether it is a job responsibility or a part of a structured program to connect people. He thinks that sincerity and the mutually, naturally occurring relationship ends up having a much stronger bond and much stronger impact for both parties. He states that he does not know of anyone who has a mentoring relationship who would not say that they get from it as much as they give to it.

*Mentor of Participant #3*

*Mentoring relationship and success of protégé.* Mentor of Participant #3 states that she believes that the mentoring relationship with Participant #3

contributed to the success of the protégé. She states that she is careful, however, not to claim any undeserved credit for the success of her protégé.

*Mentoring category provided more frequently by mentor to protégé.*

Mentor of Participant #3 states that mentoring functions she provided to her protégé were specifically career-instrumental.

*Mentoring category provided more effectively by mentor to protégé.*

Mentor of Participant #3 states that she provided career-instrumental mentoring functions more effectively.

*Informal or formal mentoring relationships.* Mentor of Participant #3 states that the mentoring relationship with her protégé was informal because the agreement around the mentoring relationship was informal. She states that because they shared a mentoring relationship and a reporting relationship, (her protégé was her direct report) she could use her formal role in the organization to open opportunities for her protégé as a mentor. She states that the agreement and understanding between the two of them regarding the mentoring relationship was informal and was not part of any organizational effort.

*Did the nature/type of mentoring relationship influence your ability to assist.* Mentor of Participant #3 states that the informality of the relationship positively influenced her ability to assist her protégé. She states that the informal nature of the relationship gave her permission to step beyond what the normal mentoring relationship would have been. She states that the informal relationship allowed her to seek feedback from her protégé on things she felt that she could

benefit from as a mentor to broaden her horizon. She states that this mutually beneficial mentoring relationship created a level of trust and a much more open dialogue.

*Relationship initiation.* Mentor or Participant #3 categorizes the initiation of the mentoring relationship with her protégé as mutually, naturally occurring.

*Relationship initiation and impact on mentoring benefits.* Mentor of Participant #3 states that the way in which the mentoring relationship was initiated impacted mentoring benefits because the relationship may have been an impetus for the protégés departure from her former institution to transition to the mentor's institution. As a result the mentoring relationship grew during that time. The mentor in this case, had a pre-existing relationship with her (now) protégé at the time she was recruited, however, when the protégé transitioned into the organization and began reporting directly to the mentor, the relationship grew significantly. Mentor of Participant #3 states that the protégé may not have departed her former organization without the benefit of their pre-existing relationship. She states that the pre-existing relationship was the basis of the two of them coming together closer.

*Race, gender and identity relevance.* Mentor of Participant #3 states that race and gender were both factors in the mentoring relationship.

*Race, gender and identity enriching or hindrance.* Mentor of Participant #3 states that the ability that she and her protégé had to discuss issues helped their relationship. She states that race and gender enriched the relationship in

instances when they each came from a similar or different perspective. She states that when they could share with one another how other people, other races or another gender may be viewing or approaching an issue that they were discussing, it was helpful to have either similar, multiple or different perspectives on the issue. She states that they operate very openly, seeking the opinion and perspective from the other that was different from their own. She states that this practice allowed them to measure in other situations, whether or not or to what degree race or gender was a factor.

*Did your mentoring impact upward mobility and success of protégé.*

Mentor of Participant #3 states that she did not witness her protégé advance in the organization while she served as her mentor (outside of the Interim duties and expanded duties gained by the protégé's strong performance and the direct report and mentor relationship. However, she sees the position that her protégé is in currently as a direct result of her stepping beyond her original role and growing with me. She states that her protégé is very talented in her own right and while she does not wish to take any credit away from her, the protégé herself has stated that based on their mentoring relationship, there were things she has done that she wouldn't have otherwise.

*Elements of effectiveness in mentoring relationships for mentors.* Mentor of Participant #3 states that a primary mentor should put opinions aside and ask first what the protégé is seeking. She states that the mentor must then determine how to move the protégé's base. Mentor of Participant #3 states that whether it's

informal, influential or formal the mentoring relationship should be primarily based on addressing needs from the protégés perspective. She states that there must be an abundance of open exchange and conversation. She believes there should be strong communication and the use of inquiry to avoid inserting opinions.

Mentor of Participant #3 thinks that a mentor and effective mentoring relationship must benefit from a commitment of time from both parties. She states that a mentoring relationship cannot be event based or episodic but it must be understood as a mutual support system. Therefore the dialogue and experiences shared in the mentoring relationship must transcend any specific event. She states also that the mentor should take some time to see the whole person. Even though the mentoring relationship with her protégé was career based, the Mentor of Participant #3 states that it encompassed the whole person and the array of talent and skill she represented. I had an opportunity to view her in non-profit roles, as an active member in community organizations and in her family context. She states that you have to see the whole person and all of their strengths, not just career strengths.

She states additionally that the mentoring relationship, in this case was based on mutuality and reciprocity as she gained a better understanding of racial issues. She states that in this regard, the reciprocity in the relationship was beneficial to her as a party in the mentoring relationship.

## Cross Case Analysis Process

### *Professional Background*

Of the six African American female senior female executive administrators all have 15 or more years in experience in higher education. Participant #1 has the most years of experience with over 30 years at the same institution. Participant #1 also has the highest rank among the six and currently serves as Provost of a four-year research intensive public university with the second largest student enrollment in the state. This participant was recently appointed to a university Presidency in a mid-western state.

Participants #2, #3, #4 and #5 have from 20 to 30 years of experience in higher education while Participant #6 has 15 years of experience. Participants #2, #3 and #6 transitioned to higher education from another field. Participants #2 and #6 transitioned from private industry while Participant #3 came to higher education from a stint in the federal government.

Participants #1 and #4 are tenured faculty members. All six participants held administrator positions in higher education prior to their current positions. With respect to each participant's prior two positions, each has a path to her current position which suggests positive progression, with movement among some women from smaller to larger institutions, and for others moving internally within universities in the state system from SAAO Tier II to SAAO Tier I positions.

Participant #1 has a career progression path with two former positions, Dean of the College of Arts and Sciences and Deputy Provost, which prepared

her for ascension to the role of Provost. Within a few months, Participant #1 will assume a Presidency.

Participant #2 was recruited into her current position, after having served as an Associate Vice President of Student Affairs at a smaller university in a different state. When arriving at her current institution she assumed the role of Dean of Students and thereafter received expanded duties and responsibilities, a promotion and adjusted position title to Associate Vice Chancellor of Student Affairs and Dean of Students.

Participant #3 moved initially from a smaller private and subsequently from a public institution to her current major research university to assume a familiar role of Equity Officer, a position she has held at each of her prior universities. At her current institution in the role of Equity Officer, she reports directly to the Chancellor.

Participant #4 began as a tenured faculty member at a major research university in the same state and transitioned to another major research university in the state as an Interim Assistant Affirmative Action Officer, advanced from to University Affirmative Action Officer and shortly thereafter to Vice Provost for Equity, all at the same institution.

Participant #5 was promoted from Associate Provost for Finance to Vice Provost and was recruited into a major research university where she current serves as Senior Associate Provost.

Participant #6 served as Assistant Provost for Technology and was promoted to Vice President for Technology at the same private, historically Black institution in a bordering state. Thereafter, she was named Vice Chancellor for Technology at a coastal institution in this state.

Each of these career paths represents career progress along a positive trajectory for these senior executive level administrators. None of the senior executive level administrators in this study consider themselves as being close to retirement and given where they are along the spectrum of career progress, most fall at the mid to late career mark.

#### *Advancement Barriers*

Half of the participants consider the numbers of African American female senior executive administrators represented at their university to be indicative of progress in this area. Of that half, Participant #3 states that there is greater representation among African American female senior administrators at her current university than at other administration she has ever served in. This comment is considerable coming from this particular participant, who serves as an Equity Officer at her institution, and among other job duties, has assisted each of the institutions where she has worked with increasing female and minority representation. Of the remaining participants, one states that the numbers are small, a second states that the numbers at her university are few and a third states that there are no other African American female senior executive administrators represented at her institution. Of the three universities

represented, (participants from the researcher's university, also a majority white, public UNC system institution, were not included in this study) one was home to four of the six African American female senior executive administrators interviewed in this study.

### *Mentoring As Tool to Address Barriers*

The question of whether or not advancement barriers exist for African American female senior administrators was quickly trailed by a follow-up question regarding the effectiveness of mentoring as a tool to address barriers. As a result, some participants have responded with one answer to address both questions. In some cases, the participants used their own experiences and knowledge of the experiences of fellow African American female senior executive administrators at their own or other universities as the basis for their responses. There was also indication that some participants reframed the question in a manner that was more consistent with their view.

Participants #3 and #5 offer the only definitive responses to the question of whether barriers to increased representation exist for African American female senior executive administrators, stating that barriers do indeed exist. However, Participant #1 did not respond to the barrier question directly. Participant #2 reframes the question to support her view and states that visibility, rather than mentoring, is a more effective strategy for addressing barriers in her opinion. This participant spoke about how increased visibility can be a direct benefit of a

mentor's involvement with an African American female senior executive administrator.

Similarly, Participant #4 states that the exposure gained as a benefit of an effective mentoring relationship and the endorsement and support of the protégé by the mentor for new assignments and promotional opportunities are important mentor benefits that have not traditionally been the norm for African American female senior administrators as they have for their white male counterparts.

Participant #6 states that a barrier to increased representation from her perspective is tied to the lack of women, and African American women in particular, in the Information Technology profession, especially at the executive level. Her statement demonstrates how the lack of female representation among senior level executives in any university, organization or professional field can be a barrier to the institution's effort to increase that very representation.

In response to the question of whether or not mentoring can be used as a tool to address barriers, there were no direct answers to the question from any of the participants. Responses ranged from Participants #1, #3, #5 and #6 stating that mentoring could be effective for some African American female senior executives in addressing barriers to Participant #2 stating that mentoring can increase a protégés visibility, which can, as a result address barriers and #4 sharing an example of how having someone at the executive level in the administration who knows of your skill, ability and aspiration can be extremely beneficial to an aspiring African American female senior executive administrator,

though it is not often the reality. Participant #1 referenced that she did not have a primary mentor, per se, implying that she was less familiar with barriers being addressed in her own career as a result of mentoring.

#### Primary Mentor Experience

Of the six participants, only Participant #4 provided an immediate affirmative response to the question regarding one's primary mentor experience. Participants #1 and #6 described themselves as having individuals in their professional lives who engaged in "mentor-like" activities and provided them with "mentor-like" benefits, however, neither considered themselves as having a traditional, singular, primary mentor and were careful to explain what they saw as the distinctions in their relationships and a traditional, singular, primary mentor relationship during one's professional career.

As stated above, Participant #1 considered herself as having no primary mentor but as having one mentor colleague in her early academic career who provided her with encouragement, career guidance and support and a dissertation advisor who provided graduate and post doc "mentor-like" guidance but was not directly or actively involved in her professional career progression.

Participants #2 and #3 initially stated that they did not have primary mentor experiences, but upon reflection, both were able to identify a singular individual with whom they had a relationship who performed functions to inform, support and advance their careers. Of the four participants who state that they have been engaged in either a "mentor-like" relationship or a primary mentoring

relationship, two shared the contact information for their mentor. The two that shared mentor contact information, Participants #2 and #3 considered themselves as having a primary mentor in a manner closely consistent with the definition set forth by this study.

The participants approached the two questions above as one, two-part question. All of the participants felt that they had experienced a type of informal career mentoring at some point in their careers. Additionally, each Participant expresses in some way in their responses to the questions of this study that informal mentoring suggests a more personal connection between the mentor and protégé and as a result yields more benefits for the protégé than formal mentoring.

Participant # 1 references her formal relationship with her dissertation advisor and her informal mentoring experience with her senior academic colleague in response to this question, with the formal example being one without any direct applicability to the specific period which marked her ascension in academia as a senior executive administrator.

Participant #2 refers to the informal mentoring outside of her primary mentoring experiences as the “community effect”, meaning the collection of experiences over time, to include experiences from her childhood to high school and throughout college, graduate school and her initial years in higher education. In fact, Participant #2 makes a direct connection between her numerous informal mentoring experiences over time and the benefits of confidence and self esteem

that were necessary to shift from her former industry to pursue higher education as a new profession. Participant #1 makes a similar acknowledgement of the value of a person's "mentor-like" experiences from childhood throughout one's academic career. She describes the importance of the incremental and cumulative benefit of one's various mentoring and support experiences. But unlike Participant #2, Participant #1 stops short of connecting such experiences to her own path of career progression.

Participant #2 states that she believes that there were greater benefits from her informal mentoring relationship with her primary mentor than others who were in formal mentoring relationships. Participant #3 speaks of her involvement with developing a formal mentoring program at her first institution but because she transitioned to a new university prior to the implementation of the program, she is unable to share any key learnings from that experience.

Aside from this reference to a formal mentoring program, Participant #3 refers to any other of her professional mentoring experiences as informal. She states that there were clearly benefits to her informal mentoring relationship with her primary mentor in a way that she believes would not have existed in a formal mentoring relationship. Further, since her primary mentor was also her direct supervisor, the mentor was in a strategic position to substantially impact Participant #3's career. Participant #3 was in an advantaged position and received additional functions and projects and increased visibility and exposure as a result of her positive relationship with her mentor. This is an example of the

direct benefit of career-instrumental functions from one's mentor, when the mentor leverages power on behalf of the protégé.

Participant #4 states that she believes that more benefits are received by protégés via primary informal mentoring experiences than with formal ones. Participant #4 benefited in a manner consistent with Participant #2 as both received career-instrumental mentoring functions from a primary mentor who also served as a direct supervisor. She too received expanded duties and functions, high visibility and consistent exposure as a result of her primary mentoring relationship. Additionally, the two participants have similar roles within their respective institutions.

Participant #5 believed that her primary mentoring relationship that began as a formal one, evolved into an informal relationship. She states that though her primary mentor was not her direct supervisors, she experienced benefits of exposure and direct access to the President of her university. Participant #5 considers the direct line of communication, which she continues to use currently, is invaluable to her in instances in which advice and guidance is needed from her primary mentor. Participant #6 states that she believes that informal mentoring provides the protégé with more benefits, particularly as it relates to career advancement.

#### Mentor Relationship Initiation

Of the participants who have primary mentoring relationships, Participants #3 and #4 viewed their relationship initiation process as a combination of mentor-

initiated and mutually, naturally occurring. Since these are the only two participants in the study whose primary mentors are also their supervisors, the similarities in perceptions and views could be attributable to that common element. Participant #2 states that her primary mentor relationship was mutually, naturally occurring in nature.

Participant #5's primary mentor relationship was initiated as a result of a formal mentoring program. The formal mentoring relationship was initially coordinated by a national organization with the mentor initiating activities with the protégé consistent with the expectations from the organization. Participant #5 states that the relationship transitioned over time into a primary mentoring relationship of an informal nature. Participant #6, who does not reference having a primary mentor, states that most of her mentoring experiences have been mutually, naturally occurring while a few have been mentor-initiated.

#### *Involvement In and Benefit of Multiple Mentoring Relationships*

All participants agree that multiple mentoring relationships are vital to the careers of African American female senior executive administrators. With the exception of Participant #1, all participants have engaged in multiple mentoring relationships throughout the span of their careers. The common theme among responses from participants is that it is important to have a number of mentors as sources of guidance and support. Participants #4 and #6 state that the purpose of having more than one mentor is important.

Multiple mentoring relationships prevent the overuse of any one mentor while positioning the protégé as the recipient of various sources of guidance, information, perspectives and insight. Participants #5 and #6 demonstrate concern regarding the concept of a singular mentoring source for any African American female senior executive administrator. Participant #1 references the importance of “mentor-like” functions from teacher, parents and others throughout the spectrum of one’s childhood and formative years and relates these experiences to multiple mentoring in nature.

*Career and Psychosocial Mentoring and Which Category More Important*

As it relates to the mentoring function categories experienced by each participant and the rank of importance of those categories, answers varied and some responses were less directly linked to the question as asked than others. Participant #1 states that her informal mentoring experiences were too inconsistent and episodic to be categorized as career-instrumental or psychosocial-socio-emotional. She states that the experience with her dissertation advisor could be considered career-instrumental, but would not qualify as the functions were provided to her when she was a graduate student rather than when she operated as a professional in a career context.

Participant #4 states that she received significant benefits from the career-instrumental functions that were provided by her primary mentor. As an introvert, Participant #4 was not comfortable receiving psychosocial functions from her primary or any other mentor. Participant #4 considers functions in the

psychosocial realm to be personal and intimate and states that she is only comfortable receiving such functions from people very close to her to include family members. Since the spouse of Participant #4 is also a tenured faculty member and senior administrator at a university, she states that he understands her professional context and provides her with a range of psychosocial functions, as needed.

With the exception of Participants #1 and #4, all participants stated that they received psychosocial mentoring functions from a primary or other mentor during their careers. Most participants with primary mentors indicated that they did not receive psychosocial functions from their primary mentors. Participant #2 references receiving functions from both categories from her primary mentor and states that she receives psychosocial functions from other mentoring sources.

Participant #3 states that while her primary mentor has provided a range of career-instrumental functions, she began receiving psychosocial functions primarily from an African American female colleague of unequal rank years ago in a peer mentoring dyad. This particular account reflects an existing mentoring study by Thomas (1990) in which African American managers at a corporation sought out same-race mentors regardless of rank to receive various forms of psychosocial mentor functions.

Participant #5 states that based on the definition of career-instrumental mentoring functions, she receives career-instrumental functions from her primary mentor and from various other mentoring sources. She states that she benefits

from psychosocial functions as a result of a mentor network with other African American female senior executive administrators at her university.

Participant #5 believes that the context for psychosocial mentoring is critical and states that the arrangement of an informal, internal mentoring network among other African American female senior executive administrators who understand the dynamics and the particulars of her university's environment is helpful. She states that this arrangement can also be a challenge, but in those instances the parties involved handle conflict professionally.

Participant #6 states that she received a range of career-instrumental and psychosocial functions from various informal mentors as needed. She states that she utilized a self-directed approach to secure the mentoring functions of choice from the appropriate mentor to match her needs at any given time. Participants #3 and #5 both reference the race and gender of their mentors when discussing psychosocial mentoring functions.

None of the participants thought it appropriate to rank the categories in importance and all but Participant #1 indicated the importance of both career-instrumental and psychosocial-socio-emotional mentoring functions in their careers.

#### *Definition of Career Success*

Over half of the participants referenced the importance of the adherence to core principles in their definitions of career success. Participants #1, #2 and #3 speak of performing one's job with integrity, while Participant #3 comments

further about avoiding any compromise of values in decision making as an important success indicator. Participant #4 refers to being true to the things that you find important.

Four of the six participants explicitly reference the importance of performance in one's professional role, stating that doing one's job competently and effectively is a basic element of success. Participant #1 states that one should fulfill the expectations of one's job at a high level of quality, Participant #3 comments about the importance of doing one's job right and Participant #4 references success as being known as an expert in your field and being treated in a manner consistent with that level of competence. Participant #6 states that above all things, performance matters.

One of the participants references the importance of self awareness. Participant #2 states that "you must know who you are and more importantly who you are not". She states further that success to her is "moving through the world knowing exactly who you are, what you were meant to do and doing it with integrity". Participant #6 notes the relevance of self-guidance. She states that you must know where you want to go in our career first and then talk through with your mentors how to get there.

Three of the participants mentioned how having access to the required tools and resources and possessing and power and control of one's domain and decisions are vital elements of career success. One participant mentions the importance of compensation comparable to one's expertise and performance and

two state that affirmation from other leaders within the organization regarding one's contributions are important.

Some had perspectives that were specific to their particular administrative specialty area within higher education. Participant #2, for example states that her success is connected to the success of her students while Participant #3 states that in her role as an Equity Officer everyone may not be happy with every decision she makes. However, she believes that she must feel that she's done the best she can with the tools and resources available to her in rendering a decision on a matter. She states further that she must feel that she renders decisions that are fair and just and does not compromise her values in any way. She states that when that happens, she feels that she has been successful.

Participant #4 also a senior executive administrator in the Equity field, states that having a positive answer to the question of whether or not her institution has benefited from her efforts to move it further along the continuum of progress as it relates to issues of diversity, equity and compliance serves as a success indicator.

#### *Role of Mentoring in Career Success*

All of the participants believe that mentoring of some type has contributed to their career success and four of the six participants reference the benefit of having an experienced guide, sounding board, advisor and confidante to discuss important professional issues throughout one's career.

Participant #1 speaks of how the influence from a mentor assists in confirming those values and principles that one already has while Participant #6 states that her mentors helped her to clarify some of the goals she desired to pursue. Participant #1 and #3 note the role of a mentor in weighing in on important professional decisions in one's career. Participant #1 also speaks about leading in uncharted territory where there are no road maps and them important of knowing what you think and what your values are. She believes that mentors can help reinforce and influence those values.

Participants #2 and #3 believe that their mentors helped them avoid pitfalls and uninformed decision-making that could have impacted them negatively. Participant #5 states that her mentor helped her to adopt a more strategic approach to her thinking and assisting her in strengthening her skills in managing and negotiating people and varying personalities. She states that she learned that very seldom do your desired outcomes occur simply because you want them. She states that she has learned how to work for a desired outcome by engaging people and working together with them to achieve success. She also states that sometimes the success is not exactly as you may have envisioned it.

Participant #4 states that while her primary mentoring experience definitely contributed to her career success, she feels that more mentoring opportunities earlier in her career could have resulted in her being even more successful.

### *Career Stage when Mentoring has Greatest Impact*

Participants #2, #3, #4 indicate the need for mentoring throughout their careers. Participant #6 indicates the critical role of mentoring throughout her career and at key points where she needed affirmation professionally from a trusted person. Participant #1 also comments about the role of mentoring at key “decision points” during one’s professional career.

Participant #5 notes early mentoring made the difference for her, particularly during the first six years of her professional career, while Participant #4 states that the mentoring phenomenon had not yet evolved at the start of her professional career, but that her mid-career mentoring benefits were vital. She believes that her career could have benefited from mentoring guidance earlier if it had been available.

### *Race, Gender and Identity Relevance in Mentoring*

Participant #5 states that race is important, but so are shared experiences among colleagues. She also states that socio-economic class is a factor and that senior executive administrators may share experiences as well as socio-economic class similarities by virtue of their common profession. She also states that the majority of the informal career guidance and coaching she received was from white men. She states that ultimately mentoring is about who has the power to make things happen in the organization.

Participant #6 states that race was less relevant as she compartmentalized well and sought out mentors in a manner commensurate to

their ability to deliver in a specific area based on her needs. Her ability to match her specific needs with the abilities of her mentors to address those needs lessened the importance of race in her mentoring relationships.

Participant #4 found race and gender to be important in her academic related mentoring relationship with her African American female historian colleague as there are so few African American females in the field, but credits her white male mentor for his effectiveness in the role as her primary mentor. She states that African American females who dismiss the opportunity to have white male mentors may be foregoing a valuable experience.

Participant #3 cites race, gender and identity development as being very important to her professionally. She states that while she would love to have an African American primary mentor that she is pleased with the fact that her white primary mentor and other white informal mentors are comfortable discussing issues of race and gender and are not afraid to have such conversations.

Participant #2 states that her informal multiple mentoring relationships over time have primarily involved African Americans. She states that the confidence gained from these supportive relationship provided her with the confidence prepared her for her relationship with her white male primary mentor. Participant #6 did not reference having a primary mentor but with respect to the relevance of race and gender in her informal mentoring relationships she believes that her most productive interactions have been with African American and white males as opposed to African American and white females.

*Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship*

Both Participant #1 and #4 reference the fact that their relationships with their mentors were based on common areas of interest that were non-race related. Participant #1 shared a common academic discipline with both of her mentors. Similarly, Participant #4, whose primary mentor was also her direct supervisor states that they both were tenured faculty in history and commonly connected on various issues as a result of this similarity. Additionally, Participant #1 felt that with the absence of mentors of color and the paucity of female mentors in her context, the issues of race and gender were relatively irrelevant. She states that she either worked with who was there or you did not work with anyone.

Participant #4 expressed that having her white male primary mentor's endorsement was significant as fellow white men tend to listen to and not question other fellow white men. Both saw these aspects as enriching their relationships.

Participants #2 and #3 both believe that their primary mentoring relationships were enriched by the dynamic of their mixed race dyads as they were able to influence the perceptions of their mentors about race issues and offered their mentors an opportunity to view issues through a different prism. Both state that the learning and enrichment in the relationship was reciprocal.

Participant #3 states that she would welcome an opportunity to have an African American primary mentor, but that has not been her reality. She also

states that her experiences with African American male colleagues over time have not been positive, though she finds that reality regrettable.

Participants #5 and #6 provide insight on the positive and negative aspects of same race mentoring and state that having a same race mentor does not necessarily guarantee a positive experience. While there can be the assumption of advantages, Participant #6 states that the “sword cuts both ways” stating that she received some of the worst career information from African American females during her career while some of the best career guidance came from African American males. She states that African American males were much more open and willing to share information and offer assistance.

Participant #5 states that having an African American primary mentor does not necessarily ensure that you share common experiences. In fact, she states that you can share common experiences with colleagues from another race. Participant #4 states that she received far more mentoring when her primary mentor was her white male supervisor than she received when her supervisor was an African American male. She states that she also listened to some of the disappointments of other African American female administrators regarding their mentoring experiences with African American males who have achieved positions of power.

#### *Advocate for Formal or Informal Mentoring in Current Organization*

All participants consider themselves advocates for mentoring of some type within their organizations. Participants #1, #2, #3 and #4 all have some element

of concern about the effectiveness of formal mentoring programs. Participant #1 did not consider formal mentoring programs important based on her own experiences, but has been impressed by the conversations she's heard among other faculty and as a result is committed to exploring how mentoring opportunities can be made available for those who have interest. She states that it seems to her that formal mentoring programs are necessary when something that should happen naturally in the environment does not occur. Participant #2 states that she is in favor of the type of mentoring interactions that, whether formal or informal, occur naturally in the environment. (It should be noted here that mentoring interactions that occur naturally in the environment are typically informal in nature and do not involve formal matching or organizational interference). In an earlier response to a related question, Participant #4 states that she believes that formal mentoring relationships "can be more artificial than real" and that trying to keep formal mentoring relationships going can be difficult. In response to a related question, Participant #3 states, "I don't know how I feel about formal mentoring. I've seen them in the case of faculty and sometimes they work well and sometimes they don't work at all." Later in the interview, Participant #3 states that she believes that formal mentoring programs can be successful, but must be effectively managed.

Participant #5, a product of formal mentoring, states that even though her mentoring relationship began as a formal mentoring relationship, it evolved into an informal relationship. She also states that she supports mentoring whether

informal or formal in her organization. Participant #6 states that she believes that networking is more helpful in opening career doors than mentoring of any type.

*Willing to Share Primary Mentor Contact Information for Interview*

Five of the six participants were willing to share contact information for their primary mentor. Of those five, however, two of the participant's primary mentors are deceased. Three participants provided contact information for their primary mentors and two were successfully contacted. Those two primary mentors agreed to participate in the study and consented to a phone interview.

Mentor Cross Case Analysis

*Primary Mentor to Participant #2*

*Mentoring relationship and success of protégé.* Both the primary mentor and Participant #2 agree that the mentoring relationship has contributed to the protégé's overall career success.

*Mentoring category provided more frequently by mentor to protégé.* The primary mentor believes that he provided a mixture of both career-instrumental and psychosocial mentoring functions to his protégé. In response to a similar question, Participant #2 also believes that she received a mixture of career-instrumental and psychosocial mentoring functions from her primary mentor, but initially talks in greater detail about the career-instrumental functions provided by her primary mentor in direct response to the question. She later talks in a more in-depth way about the deeply personal aspects of the relationship, the open and honest conversations they share, the ability to talk through sensitive situations

and the nature of their bond. The latter comments are consistent with aspects of psychosocial mentoring functions.

*Mentoring category provided most effectively by mentor to protégé.* The primary mentor states that he provided psychosocial mentoring functions more effectively as he has been able to maintain his mentoring connection by continuing to provide such functions to Participant #2, despite the distance in the relationship. Participant #2 states that her primary mentor provided career-instrumental mentoring functions and references examples of psychosocial support provided by the primary mentor in her interview responses.

*Informal or formal mentoring relationships.* Both the primary mentor and protégé categorize their mentoring relationship as informal. This is evidenced by the personal nature of the relationship and its independence from any institutional coordination.

*Did the nature/type of mentoring relationship affect your ability to assist.* Both the primary mentor and Participant #2 agree that the informal nature of the relationship allowed the mentor the freedom to provide more functions and to be more personally involved which afforded Participant #2 more benefits as a protégé.

*Relationship initiation.* Both the primary mentor and Participant #2 reference the relationship as mutually, naturally occurring in nature. The fondness that the two shared for one another personally developed into a friendship and further evolved into an informal mentoring relationship.

*Relationship initiation and impact on mentoring benefits.* Both agree that the mutually, naturally occurring nature of the mentoring relationship has defined the foundation of the relationship. There was an initial fondness and connection, followed by a friendship which later became an informal and significantly impacting informal primary mentoring relationship resulting in mutual benefits for Participant #2 and the primary mentor.

*Race, gender and identity relevance.* The primary mentor states that race, gender and identity may have been a factor, merely based upon the element of surprise that was involved (he believes) for his protégé in realizing how much of an interest he took in her and her personal and professional success and the openness that he exhibited in that regard. Somewhat similarly, Participant #2 states that it wasn't that they overlooked race, but it was as if race became less of an issue because they had such a significant friendship.

*Race, gender and identity enriching or hindrance.* The primary mentor believes that race, gender and identity aspects of the relationship strengthened it. He believes that there was a symbolic value in their relationship as it involved stepping outside of the norm. He also believes that the symbolic value of it was important to Participant #2 and to the relationship.

Participant #2 states that she believes the relationship allowed her to help her mentor see race through a different prism and to better understand it. She believes that her mentor helped her realize that all whites are not jerks.

*Did your mentoring impact upward mobility and success of protégé.* Both the primary mentor and Participant #2 believe that the mentoring experience impacted her upward mobility in the organization. Both also believe that the mentoring functions provided have assisted Participant #2 in effectively negotiating challenges and achieving career success.

*Elements of effectiveness in mentoring relationships for mentors.* The primary mentor believes that sincerity and a mutual, naturally occurring mentor relationship approach are elements of an effective mentoring relationship. The mentor states that he does not believe that mentoring that is imposed as a job responsibility or as a structured program designed to connect people by assigning mentors is as effective as the strong bonds that are developed naturally and informally by mutually agreeable parties.

*Primary Mentor to Participant #3*

*Mentoring relationship and success of protégé.* Both the primary mentor and Participant #3 agree that the mentoring relationship has contributed to the protégé's overall career success.

*Mentoring category provided more frequently by mentor to protégé.* The primary mentor believes that she primarily provided career-instrumental mentoring functions to her protégé. In response to a similar question, Participant #3 states that she received psychosocial mentoring functions in a peer mentoring relationship with an African American female colleague. The implication from Participant #3 by this response as well as from various examples given

throughout her interview is that the primary mentor was the primary source for career-instrumental mentoring functions in her career.

*Mentoring category provided most effectively by mentor to protégé.* The primary mentor states that she provided career-instrumental mentoring functions more effectively to Participant #3. Participant #3 offers several examples (assumption of Interim Director of Women's Center responsibilities, increased visibility and exposure, access to top organization leaders) of the career-instrumental mentoring functions and benefits received via her primary mentoring relationship.

*Informal or formal mentoring relationships.* Both the primary mentor and protégé categorize their mentoring relationship as informal. This is evidenced by the personal nature of the relationship and its independence from any institutional coordination. The uniqueness of this primary mentoring relationship is that the mentor was able to provide Participant #3 with mentoring functions as a result of her dual role as supervisor and mentor in a manner that more directly impacted Participant #3's career benefits. This was extremely advantageous for Participant #3.

*Did the nature/type of mentoring relationship effect your ability to assist.* Both the primary mentor and Participant #3 agree that the informal nature of the relationship and the trust that developed between them allowed the mentor to provide more mentoring functions in a more personal manner and resulted in greater benefits to the protégé.

*Relationship initiation.* Both the primary mentor and Participant #3 reference the relationship as mutually, naturally occurring in nature. In this case, the primary mentor and protégé had a pre-existing acquaintanceship. Following Participant #3's successful recruitment into the primary mentor's organization as her direct report, the relationship evolved further into an informal primary mentoring relationship.

*Relationship initiation and impact on mentoring benefits.* The primary mentor is uncertain of whether or not the initiation aspect of the mentoring relationship impacted the benefits the protégé received. However, she states that the pre-existing relationship that she had with Participant #3, prior to her recruitment into her organization, clearly in her opinion influenced Participant #3's interest in transitioning to the primary mentor's organization, and ultimately influenced the nature and evolution of the mentoring relationship and consequently, the mentoring benefits.

*Race, gender and identity relevance.* The primary mentor states that race and gender were both a factor in her mentoring relationship with Participant #3. Similarly, Participant #3 states that race and gender were a factor in her mentoring relationship and based upon the comfort level shared with her primary mentor, they were able to effectively discuss and share experiences around race, in particular.

*Race, gender and identity enriching or hindrance.* The primary mentor believes that based on the differences in race and the trust that existed between

her and Participant #3, they were able to discuss matters of race and difference openly while seeking to learn and better understand the issue from each other's perspective. Participant #3 also states that she benefited from the perspective of her primary mentoring as it relates to her professional role. Participant #3 states that knowing how your colleagues perceive you, your office and view your process and decision making is vitally important in an Equity role.

*Did your mentoring impact upward mobility and success of protégé.* The primary mentor states that after recruiting Participant #3 into her organization, she did not witness her experience upward mobility in their organization. However, the primary mentor states that the current role of Participant #3 is indeed indicative of upward mobility on the part of Participant #3. Participant #3 believes that the interim opportunity to take on the Directorship of the Women's Center was a significant increase in responsibility, though it was not permanent. Participant #3 also views the acquisition of her current position as a benefit and result of positive, effective primary mentoring.

*Elements of effectiveness in mentoring relationships for mentors.* The primary mentor believes that open communication and exchange, a questioning style rather than an opinionated approach and the willingness to commit time and oneself to the goals of a protégé are elements of effectiveness in a mentoring relationship. The primary mentor states that mentoring cannot be episodic or event based, but must be a mutual support system. The primary mentor believes that the mentor must take the time to observe and experience the "whole person"

rather than just the professional. By doing so, the primary mentor can see and appreciate the breadth and depth of the protégés talent. “From the protégé’s university administrator role, to the role as non-profit board member and community organization volunteer and parent, spouse, aunt and/or parental caregiver”, she states “as a primary mentor you must know and appreciate the whole person and acknowledge the range of their skills and strengths, not just the ones specific to their career”.

### Summary

The data gathered from these interviews reflect the experiences of African American female senior executive administrators, their primary and multiple mentor relationships and the importance of these relationships and experiences in their quest for career success in higher education. Their responses offer insight for aspiring African American female senior executive administrators, potential mentors and institutions interested in developing effective, beneficial mentoring experiences.

## CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Introduction

In chapter 5, implications drawn from the data analysis process are presented and discussed as a means of more clearly articulating the knowledge discovered during the research process, broadening, deepening and clarifying understanding about what has been learned by the information shared from the perspectives of this study's six participants and better informing organizational practice in mentoring for African American senior executive female administrators in particular. This chapter is organized into three sections: (1) the study section provides a brief recap of the study; (2) the section titled "What the Literature States and What the Study Tells Us" connects with a conclusion section and captures each major theme and implication while providing concurring or non-concurring perspectives from existing literature contrasted with the conclusions derived from the data analyzed as part of this study; and (3) the recommendations section synthesizes and provides informed, structured action items to universities based on knowledge gained from this study.

The utility of this section is enhanced by the integration of references from existing research with regard to themes, findings or implications in this study and the inclusion of finding summary points from this study offered in support of each. This entire chapter distills the purpose, primary objectives and information gained from this study providing the most relevant and prominent conclusions as a result of this overall research effort.

## The Study

The 92% increase in education doctoral degrees for African American females between 1995 and 2005 has expanded the potential pool of African American females available for higher education administrator opportunities. However, the growth in availability of African American female education doctoral graduates in recent years has not translated into growth in African American female representation in higher education administrator positions (Ryu, 2008). Earlier studies suggest that “double jeopardy”, a term describing the impact of race and gender bias on career success attainment among African American female administrators in higher education, could be a lingering culprit (Beale, 1979). Barriers to career progress for African American women engendered by race and gender bias may continue to impede the progressive flow of this population into executive level senior leadership positions in universities. One remedy to these barriers which research states can positively influence career mobility for African American women is mentoring (Catalyst, 2004).

The power of mentoring and its impact has been identified by African American female professionals in corporate and higher education sectors. Specifically, these women have noted mentoring as a practice that positively impacts career advancement and career satisfaction (Catalyst, 2004). Further, access to mentoring is stated to be the single most important reason why men succeed at a rate faster and higher than women (Catalyst, 2001). Formal or informal mentoring practices can serve as a powerful proactive mechanism for

enhancing career advancement or an effective intervention tool to combat conditions symptomatic of an impenetrable glass ceiling (Blake-Beard, 2003; Moore-Brown, 2006).

Despite the knowledge reflected by current research about mentoring, there remains a void in the literature regarding the mentoring experiences of African American female senior executive administrators in higher education. As a result, we know very little about the formal and informal mentoring experiences of this segment (Howard-Vital & Morgan, 1993). Have African American female senior executive administrators engaged in mentoring relationships? Have those mentoring relationships provided benefits? What mentor functions were important to the protégé? Did the mentoring relationships have an impact on career success?

This dissertation study provides a lens into the formal and informal mentoring experiences of six African American female senior executive administrators in predominantly white universities in one public university system of higher education and offers keen insight into those experiences from the perspective of the African American female senior executive administrator protégé and their primary mentors. This study initiates a scholarly effort to address the void of African American female senior executive administrators and their mentoring experiences in current literature and the methodological void of exclusion of mentor perspectives in existing mentoring research (Howard-Vital & Morgan, 1993).

### What the Literature States and What This Study Tells Us

Six African American female senior executive administrators and their primary mentors have offered responses to interview questions that have increased knowledge regarding (1) career and psychosocial mentoring functions, (2) race and gender influence in mentoring, (3) the relationship initiation process (mentor initiated, protégé initiated or mutually or naturally occurring), (4) perceptions regarding benefits from informal as compared to formal mentoring relationships, (5) multiple mentoring relationships or mentoring constellations, (6) mentoring career stages for the protégé to gain maximum benefit, and (7) perceptions of the mentor regarding the mentoring relationship and mentoring effectiveness.

### Conclusions

Conclusions for this research study are based on interview response data from the participants and their mentors. In the analysis of findings from chapter four, six major themes emerged. Six major themes emerge from participant responses in the research, demonstrating that: mentoring has positive impact on participants, multiple mentoring relationships are vital to participants' career success, race and gender similarities are not requirements for effective mentoring relationships, participants experience informal mentoring relationships most commonly with senior white male colleagues, informal mentoring relationships have yielded the highest career success benefit for participants and mentoring has been helpful at various career stages for participants.

Each of the six themes is addressed below with a statement of summary analysis based on information from the participants.

### Six Themes From Protégé Participant Responses

#### *Theme Number One*

1. *Mentoring has positively impacted the career success of African American female senior executive administrators.*

*What the literature states.* Mentoring is a practice identified by African American female professionals in corporate and higher education as a factor that contributes positively to career advancement and satisfaction (Catalyst, 2004) and access to mentoring is said to be the single most important reason why men tend to rise higher than women (Catalyst, 2001). Formal or informal mentoring practices can serve as a powerful proactive mechanism for enhancing career advancement of effective intervention tool to combat conditions symptomatic of an impenetrable glass ceiling (Blake-Beard, 2003; Moore-Brown, 2006).

Mentoring continues to be identified as “the single most important reason why men rise higher than women” and women of color agree that having a mentor is an essential resource for success (Blake-Beard, 2001a, p. 2).

Upward mobility, career advancement and leadership are often mentioned in relationship to mentoring. Mentoring is often cited as an important element in the leadership experiences of African American senior female administrators. Caldwell and Watkins (2007) underscore the importance of mentoring, in the context of a leadership study researching the challenges faced by African

American women in attaining and sustaining administrator posts at the highest level in universities and colleges (Caldwell & Watkins).

*What the participant responses state.* In each participant case there was an acknowledgment of the impact of mentoring on career success as an African American female senior executive administrator in higher education. Examples ranged from the role of mentoring in preventing protégé pitfalls to affording protégés an informed, experienced mentor view in high-stakes professional decision-making situations to assisting protégés with skills of strategy and people management. The responses and examples reflect the importance of mentoring in the professional progress of these women.

#### *Theme Number Two*

##### *2. Multiple mentoring relationships are vital to the career success of African American female senior executive administrators.*

*What the literature states.* In Thomas' (1990) study of developmental relationships, he found, consistent with Blake-Beard's 1999 study that white males were cited most as the group serving as mentor for all other race and gender groups. However, a number of the black females, black males and white females cited their mentor as being of their own racial or own gender group or *both*, revealing the fact that these groups had multiple mentoring relationships (Thomas, 1990).

Thomas (1990) also found that the multiple developmental relationships existing among African American employees, in some cases, expanded beyond

departmental and hierarchical parameters. This detail reveals that African Americans initiated relationships with fellow African Americans within the organization in other departments and in a status different from their own within the hierarchy. The African American employees were willing to seek out other African American employees for support.

African American women continue to have, as suggested by Thomas (1990) and Ibarra (1993) diverse mentoring networks which serve a range of career-instrumental and psychosocial-emotional functions and enhance success among high performing minority groups (Catalyst, 2006; Ibarra, 1995; Thomas, 1990).

It would appear from the Catalyst (2006) report, however, that among the diversity in many of the informal networks of African American female respondents, African American female colleagues were prominently represented.

Additionally, the Catalyst (2006) report found that promotion rates among African American women are positively associated with the gender of their informal network members (mentors). The report found that the more women in the network, the higher the promotion rates for African American women. There was further indication from the research that in the cases of African American women with informal networks populated predominantly by fellow African American colleagues and peers, those women were promoted more (Catalyst, 2006).

*What the participant responses state.* Participants agree that any protégé can benefit from a range of mentoring relationships and experiences to address a variety of needs that can change over time. Having more than one source offers the protégé a spectrum of ideas, opinions, perspectives and provides the protégé with options and opportunities to seek advisement from the mentor who is most knowledgeable in the particular area and with whom the protégé is the most comfortable.

*Theme Number Three*

3. *A mentor of the same race or same gender is not a required criterion among African American female senior executive administrators.*

*What the literature states.* Research regarding the cross-race mentoring dyad is found less often in the mentoring literature (McGuire & Lerner, 2005). A cross-race dyad exists when one individual in the mentoring relationship is of one race and another member is of a different race. For the last two decades, research on the topic of cross-race dyads and the impact of race on mentoring relationships and experiences has become more available, though scarce in proportion to other more researched aspects of mentoring. A rather consistent finding from race and mentoring studies is the report from African American managers, male and female, about the low levels of psychosocial support received from cross-race mentoring relationships (Koberg et al., 1998; Thomas, 1990).

Thomas' (1990) research indicated that African American women reported generally positive relationships with white males in cross-race, cross-sex

mentoring dyads, suggesting that African American females opinions about cross-race dyadic relationships may be neutral, with these women having no particular preference when given the choice between white male or white female mentors.

*What the participant responses state.* While some of the participants may desire an opportunity during their careers to have a same race and/or gender, all state that having a mentor of the same race or gender is not a criterion for their mentoring relationships. In several instances, protégés shared other points of commonality shared with mentors, such as faculty status, shared academic discipline or shared organizational group affiliation as administrators.

#### *Theme Number Four*

4. *An informal mentoring relationship with a senior white male as mentor in a mixed race and gender dyad is the most common mentoring construct for African American female senior executive administrators.*

*What the literature states.* In contrast and inconsistent with the theory of Brinson and Kottler (2002), the African American female protégés reported positively regarding their relationships with white male mentors. One may question whether or not the African American women interviewed associated the white mentor more positively with power and success, rationalizing the necessity of relationship with him and neutralizing any feelings of anger or distrust. In contrast, the African American women, considering their attitudes toward white women may have rationalized that the white women, in this case were not as

powerful and therefore would not be as instrumental to their career success (Thomas & Alderfer, 1989).

Most of the participants in Blake-Beard's study reported positive relationships and interactions with their White male mentors and a few studies support the idea that when African American female and White males enter into mentoring relationships, that those relationships are of a positive nature (Blake-Beard, 1999; Moore-Brown, 2006; Simon et al., 2008). These positive accounts may indicate that the African American female protégé has set expectations of the mentoring relationships that exclude the need for psychosocial mentoring functions from the White male in anticipation of the likelihood that such needs cannot be met effectively in a cross-race, cross-gender dyad, thus lowering expectations in that area.

*What the participant responses state.* In each case participants in this study experienced an informal primary or non-primary mentoring relationship involving a more experienced white male colleague. Participants shared important lessons from these mentoring relationships to include being taught to of the unwritten rules of the academy.

#### *Theme Number Five*

5. *Informal mentoring relationships, whether involving a primary or non-primary mentor, yielded the highest career success benefit to African American female senior executive administrators.*

*What the literature states.* There is debate within the literature regarding the level of effectiveness and benefits of informal versus formal mentoring. With respect to formal mentoring programs, few empirical studies have been conducted to measure program outcomes (Wanberg et al., 2003). Studies by Chao et al. (1992) and Ragins and Cotton (1999) generally concluded that protégés in informal mentoring relationships registered greater outcomes than those involved in formal mentoring relationships.

Informal mentoring relationships are defined as having been initiated mutually based on ongoing interactions between the mentor and protégé (Blake-Beard, 2001b, p. 332). Byrne (1971) and Tsui and O'Reilly (1989) agree that in the case of informal mentoring relationships initiation is based on an attraction to one another influenced by perceived similarities.

These relationships typically develop over time and any structure in these relationships is imposed by the participants (Chao et al., 1992; Douglas & McCauley, 1999; Ragin & Cotton, 1999). Informal mentoring relationships are largely unregulated and may or may not have established expectations or goals (Kram, 1983; 1985). Despite the structure free appearance of informal mentoring relationships, these relationships are said to have greater benefit to the protégé (Chao et al., 1992; Douglas & McCauley).

Studies show that informal mentoring relationships are protected from the relational restrictions placed upon mentors and protégés in highly formal, third party facilitated mentoring relationships. Huston and Burgess (1979) discuss the

importance of interpersonal closeness in mentoring relationships, crediting the achievement of such closeness between the mentor and protégé to the breadth, depth, intensity and duration of interactions. Similarly, Allen et al. (2005) discuss the role of interpersonal comfort in mentoring relationships with the study concluding that a positive association exists between informal mentoring relationships and interpersonal comfort in the career mentoring context.

*What the participant responses state.* Participants agree that informal mentoring relationships allow for more natural interactions among mentors and protégés and produce closer relationships, unfettered by organizational bureaucracy. These relationships involve a serious interest and commitment on part of the mentor to the protégé's success and as a result produce greater benefits for the protégé.

#### *Theme Number Six*

##### *6. Mentoring can be helpful at various stages throughout the careers of African American female senior executive administrators.*

*What the literature states.* The term developmental relationship(s) covers the full spectrum of supportive relationships between adult professionals that are evidenced within modern day work organizations (Kram, 1985, p. 2).

Developmental relationships are those relationships within the work organization that contribute to individual growth and career advancements (Kram, 1985, p. 4). Mentor, sponsor and role model relationships are examples of developmental relationships existing within the organizational environment (Kram, 1985, p. 4).

The compelling need for mentoring among early career and mid-career African American female administrators in higher education would be consistent with the research by Ragins (1997) which suggests that mentoring relationships involve the ability of the mentor to effectively secure and leverage resource within the organization for the benefit of the protégé.

*What the participant responses state.* Whether during earlier, mid or late career stages, participants state that mentoring is helpful at any stage and can make a positive difference at any time in the duration of one's career.

In the process of analyzing results in chapter four, three themes emerge from primary mentor responses. Those three themes are: mentors belief that their involvement with the protégé influences career success, mutual growth opportunities around race, gender and human difference exist among mixed-race mentoring dyads and primary mentors can better position a protégé for success within the organization when the mentoring relationships is informal in nature.

#### What the Literature States About Mentor Perceptions

Voids in dyadic data are limiting for cross-race and cross-gender dyad studies (Ragins, 2007, p. 282) as mentoring literature often excludes any reference to the experiences of the mentor. Such exclusions deny the reader information from an important dyad representative and eliminate the opportunity for insight into shared or conflicting perspectives among dyad members (Atkinson et al., 1994; Crosby, 1999; Ragins & Cotton, 1991; Ragins & Scandura, 1994).

## Primary Mentor Participant Response Conclusions

### *Theme One*

1. *Mentors believe they contribute to the career success of their protégé.*

*What the literature states.* The success and influence of the mentor is used to directly benefit the protégé and the success of the protégé is predicated upon the mentor's access to power within the organization (Ragins, 1997).

*What the primary mentor responses state.* While careful not to take credit or overshadow their protégé's accomplishments, primary mentors believe that their mentoring efforts and delivery of mentoring functions in the mentoring relationship contribute to the success of their protégés.

### *Theme Two*

2. *Mixed race mentoring dyads offer opportunities for mutual growth for protégé and mentor relative to race-related issues.*

*What the literature states.* The intentionality exhibited by these African American employees in seeking mentors or pursuing protégés supports findings of another study that suggests that the psychosocial needs of African American employees are often unfulfilled in cross-race mentoring dyads (Koberg et al., 1998; Viator, 2001). In the cases in which African Americans do receive positive cross-race dyadic psychosocial mentoring, the White mentor is comfortable and conversant on issues of racism and difference as is the African American protégé. This detail suggests that, in the absence of same-race dyad options,

cultural capacity and communication on the part of both parties can positively mediate racial difference (Thomas, 1990).

The Catalyst (2004) report also reports that of the African American female respondents, the majority did not discuss race in the workplace because they felt that white colleagues cannot discuss it with the seriousness or the sensitivity it deserves. This finding seems to support Thomas' conclusion that there is value in increased cultural capacity and sensitivity among Whites when considering the impact of such cultural competencies on cross-race mentoring relationships (Catalyst, 2004).

*What the primary mentor participants state.* Mentors with protégés of a different race state that race plays a relevant role in the relationship in a positive way as it allows for open and honest discussions about race and difference and mutually enhances the relationship by broadening mentor perspectives and experiences.

### *Theme Three*

- 3. Primary mentors have more flexibility to use their power and authority within the university to directly benefit the protégé when the mentoring relationship is informal in nature.*

*What the literature states.* Mentoring relationships that develop naturally without outside assistance are considered informal in nature (Allen et al., 2007, p. 12) while formal relationships are those which include a third party facilitator or a more structured organizational approach (Murray, 2001). Research draws

distinctions between formal and informal mentoring relationships as the functions provided and perceived benefits and outcomes of these relationships can differ. An Allen et al. (2004) study of formal and informal protégés from two different organizations, found that individuals in informal relationships reported higher levels of career mentoring and higher quality mentoring relationships. Chao et al. (1992) found that individuals in formal relationships reported receiving lower levels of career mentoring functions than those in informal relationships.

The compelling need for mentoring among early career and mid-career African American female administrators in higher education would be consistent with the research by Ragins (1997) which suggests that mentoring relationships involve the ability of the mentor to effectively secure and leverage resource within the organization for the benefit of the protégé. The success and influence of the mentor is used to directly benefit the protégé and the success of the protégé is predicated upon the mentor's access to power within the organization (Ragins, 1997). Given challenges over time with the upward mobility of African American females in particular, the benefit of an accomplished senior administrator to an early or mid-career professional within an organization can make a considerable difference in one's success.

Similar to findings from the Catalyst (2006) report, Moses' (1989) study illuminates perceptions of African American women in higher education being "outsiders" to the University's informal networks and extols the early career benefits of mentors.

*What the primary mentor participant responses state.* Primary mentors value the freedom and autonomy to act in a manner to advantage their protégé. This freedom and autonomy can be utilized best in an informal mentoring context, allowing primary mentors to forge deeper interpersonal connections and trust with the protégé, while exerting the power and authority of their position in the organization to benefit their protégé.

### Implications

Conclusions derived from participant response data from this study create a context from which implications for mentoring practices and African American female senior executive administrators can be drawn. As a result of analysis of the interview data from both protégé and mentor participants, eight implications regarding race, gender and mentoring experiences have been derived and are listed below. Each of the eight implications is addressed below with a statement of summary analysis from protégé and primary mentor responses.

#### *Implication Number One*

1. *In spite of racial, gender and identity differences, there is no indication that participants were disadvantaged in mentoring functions, mentoring benefits or overall career success as a result of mixed race and/or mixed gender mentoring dyads.*

*What the literature states.* There are various examples in which the theoretical basis set forth in social identity theory, relational demography theory, homophily and diversified mentoring relationship theory can be found in the

mentoring literature. Typically, in mentoring research, these theories have been used to explain interactions among cross-race and cross-gender mentoring dyads. Of particular interest to this study has been how these theories provide clarity regarding the delivery of both career and psychosocial mentoring functions. Several studies have suggested, consistent with the theme among three of the four theoretical frameworks, that the psychosocial functions of mentoring require deeper emotional and identity connections (Kram, 1985; Murray, 2001; Shapiro et al., 1978).

As a result, in same-race and same-gender dyads the same-race or same-gender mentor should theoretically provide more effective psychosocial functions than if the mentor were of a different race or gender. There are indications in the literature that interpersonal comfort (Allen et al., 2005) is created by strong identity ties and stronger emotional connections among individuals with whom the mentor and protégé can more strongly identify (Blake-Beard, 2003; Huston & Burgess, 1979; Scandura, 1992).

With regard to the two types of mentoring functions, career-instrumental and psychosocial-socio-emotional, women are said to require different mentoring functions than men to be successful in organizations (Ragins, 1997). Further, there are studies which suggest that women set forth different criteria for mentors than men (Ragin, 1989). Ragins (1989) theorized that psychosocial-socio-emotional functions were of particular importance to women in mentoring relationships.

Thomas (1990) reasons similarly, observing that African Americans gain more psychosocial support in same-race dyads, (as do Whites) but also desire to meet organizational expectations and reap the career benefits by developing relationships of stature within the White hierarchy.

In terms of psychosocial functions received by racial minority protégés as compared to white protégés, two studies reported less psychosocial support (Koberg et al., 1998; Viator, 2001) received by racial minorities, however, Thomas (1990) determined protégé race was unrelated to the psychosocial-socio-emotional functions received. What was determined regarding psychosocial-socio-emotional functions was that protégés in same-race dyads report higher levels of psychosocial-socio-emotional functions from their mentors than those in cross-race dyads (Koberg et al., 1998; Thomas, 1990). These findings are supported in a later study by Viator who found that African American protégés reported more psychosocial mentoring and role modeling from African American mentors than other mentors.

*Protégé participants responses implications.* While aspects of each of the race, gender and identity theories used to establish the theoretical framework of this dissertation (social identity theory, relational demography, homophily and diversified mentoring relationship theory) and the benefits of shared identity, group identification and cultural and interpersonal comfort are evidenced throughout the study, the implications of race and gender based on participant and mentor responses do not indicate perceptions of any disadvantage or

negative impact for African American female senior executive administrators with white male mentors.

*Implication Number Two*

2. *A common element among each of the participants in this study was an informal mentoring relationship at some point in their career with a senior white male mentor.*

*What the literature states.* Most of the participants in Blake-Beard's study reported positive relationships and interactions with their White male mentors and a few studies support the idea that when African American female and White males enter into mentoring relationships, that those relationships are of a positive nature (Blake-Beard, 1999; Moore-Brown, 2006; Simon et al., 2008). These positive accounts may indicate that the African American female protégé has set expectations of the mentoring relationships that exclude the need for psychosocial mentoring functions from the White male in anticipation of the likelihood that such needs cannot be met effectively in a cross-race, cross-gender dyad, thus lowering expectations in that area.

In Thomas' (1990) study of developmental relationships, he found, consistent with Blake-Beard's 1999 study that white males were cited most as the group serving as mentor for all other race and gender groups.

*Protégé participant responses implications.* The prevalence of white males in executive leadership positions in higher education, particularly at predominantly white universities, is reflected in the reality that all participants in

this study have experienced informal mentoring relationships with senior white male colleagues. In each case, the experiences were positive and the mixed race and gender mentoring dyads proved helpful and effective for African American female senior executive administrator protégés, particularly in the delivery of career-instrumental functions, and even with respect to some psychosocial function delivery.

*Implication Number Three*

3. *Responses from some participants were characterized by alienating, negative or non-existent mentoring experiences among participants and other potential African American males and female mentors.*

*What the literature states.* This detail reveals that African Americans initiated relationships with fellow African Americans within the organization in other departments and in a status different from their own within the hierarchy. The African American employees were willing to seek out other African American employees for support. These findings are significant on multiple levels. The intentionality exhibited by these African American employees in seeking mentors or pursuing protégés supports findings of another study that suggests that the psychosocial needs of African American employees are often unfulfilled in cross-race mentoring dyads (Koberg et al., 1998; Viator, 2001).

African American female professional protégés reflected on positive experiences in cross-gender, same-race mentoring dyads with African American males, an observation offering context indicative of the sequence in which

African American males and females were introduced to positions of high rank in the corporate sector (Blake-Beard, 1999; Thomas, 1990). It is appropriate, given the entrance of the black male onto the corporate executive stage prior to that of the black female, that black males would be in a position to mentor black female protégés. The existence of such same-race (African-American female protégé and African-American male mentor) dyad examples, however, are exceptional in nature according to Blake-Beard (Blake-Beard, 1999).

*Protégé participant response implications.* The range of interpersonal experiences among some protégés and other African American male and female potential mentors were described as negative, unsupportive, unhelpful, conflicting and alienating. One participant attributed the experiences to competitiveness and self protective behavior by senior colleagues toward junior colleagues and another did not quite know how to explain the experience. Another noted that she did not assume that just because a potential mentor is of the same race that he or she is necessarily a more effective mentor.

#### *Implication Number Four*

4. *African American female senior executive administrators and white female mentors were the most underrepresented and least mentioned mentoring dyad construct among all primary and non-primary informal mentoring relationships in this study.*

*What the literature states.* Blake-Beard (1999) states that following a series of informal interviews with African American female professionals, a

prevailing theme of historically rooted mistrust among African American female and white female professionals emerged. Negative perceptions of white female professionals among African American female professionals have implications for cross-race, same-gender mentoring dyads.

Thomas and Aldefer (1989) state that the behavior of the black women in same-sex cross-gender mentoring dyads, due to an expected “polite” nature in professional environments, is characterized by a silent suppression of feelings of distrust and the projection of a public showing of sisterhood. Thomas notes that this projection of common sisterhood is often at odds with the reality of racial difference. The severity of distrust in this study was significant enough to undermine any prospect for cross-race, same-gender mentoring relationships among the women, a reality that substantially decreased the opportunity for exchange and learning (Thomas & Aldefer).

*Protégé participant response implications.* Only one participant identified her primary mentor as a white female. That same participant, along with another participant each indicated that one of their non-primary informal mentoring relationships involved white females. With one minor exception, there were no references or attempts from any of the participants in their interview responses to acknowledge or account for the very limited presence of or interaction with white females in their mentoring contexts.

*Implication Number Five*

*5. Psychosocial mentoring emerged as a group mentoring practice among similarly situated African American female senior executive administrator peers.*

*What the literature states.* Most of the participants in Blake-Beard's study reported positive relationships and interactions with their White male mentors and a few studies support the idea that when African American female and White males enter into mentoring relationships, that those relationships are of a positive nature (Blake-Beard, 1999; Moore-Brown, 2006; Simon et al., 2008). These positive accounts may indicate that the African American female protégé has set expectations of the mentoring relationships that exclude the need for psychosocial mentoring functions from the White male in anticipation of the likelihood that such needs cannot be met effectively in a cross-race, cross-gender dyad, thus lowering expectations in that area.

The need for encouragement, advice and examples from women who are successfully balancing career, family and life is essential for early and mid-career female administrators. Such studies provide interesting insights into the perceptions of African American female senior executive administrator protégés regarding the relevance of mentoring functions and experiences to their lives and careers (Moore-Brown, 2006; Simon et al., 2008).

Thomas (1990) also found that the multiple developmental relationships existing among African American employees, in some cases, expanded beyond

departmental and hierarchical parameters. This detail reveals that African Americans initiated relationships with fellow African Americans within the organization in other departments and in a status different from their own within the hierarchy. The African American employees were willing to seek out other African American employees for support.

*Protégé participant response implications.* One participant shared that she is part of a peer mentoring group comprised of other African American female senior administrators at her institution. She states that the interaction among peer colleagues serves as a support system. Another participant references her peer mentoring relationship with an African American similarly situated colleague at another institution as the mentoring relationship from which she receives psychosocial functions. These examples reinforce claims in existing research relating the delivery of a higher level of psychosocial functions in mentoring relationships with same race and same gender mentoring dyads.

#### *Implication Number Six*

*6. Participants did not rate any one mentor function category (career-instrumental or psychosocial) as being more important than the other.*

*What the literature states.* African American women continue to have, as suggested by Thomas (1990) and Ibarra (1993) diverse mentoring networks which serve a range of career-instrumental and psychosocial-emotional functions and enhance success among high performing minority groups (Catalyst, 2006; Ibarra, 1995; Thomas, 1990).

Thomas (1990) reasons similarly, observing that African Americans gain more psychosocial support in same-race dyads, (as do Whites) but also desire to meet organizational expectations and reap the career benefits by developing relationships of stature within the White hierarchy.

*Protégé participant response implications.* All participants opted not to provide direct answers in response to the interview question about rating the importance of career-instrumental and psychosocial functions. Instead the participants provided examples of their experiences receiving mentoring functions from both categories. Considering existing research which linked issues of mentor race and mentor gender to the effective delivery psychosocial functions to the protégé, the fact that no participant felt is necessary to rank the mentor function categories according to importance suggests that both categories may factor equally into protégé perceptions regarding a functional and beneficial mentoring experience. A consideration of these mentor function categories equally in the mind of protégés suggests a “leveling of the playing field” by increasing any mentor’s ability to deliver functions of equal importance to the protégé whether career-instrumental or psychosocial in nature.

#### Primary Mentors Participant Response Implications:

##### *Implication Number One*

- 1. Psychosocial mentoring functions can be effectively delivered by a mentor of a different race and gender in a mixed race and mixed gender mentoring dyad.*

*What the literature states.* In the cases in which African Americans do receive positive cross-race dyadic psychosocial mentoring, the White mentor is comfortable and conversant on issues of racism and difference as is the African American protégé. This detail suggests that, in the absence of same-race dyad options, cultural capacity and communication on the part of both parties can positively mediate racial difference (Thomas, 1990).

*Primary mentor participant response implications.* A white male primary mentor believes that he provides psychosocial mentoring functions to his protégé more effectively than career-instrumental functions. The protégé believes that she receives effective career-instrumental and psychosocial mentoring functions from the mentor. With the mentor and protégé now at different universities, the mentor primarily provides long-distance psychosocial mentoring functions to the protégé. In addition to the agreement of the mentor and protégé regarding the effectiveness of the psychosocial mentoring functions he provides, the protégé also states that throughout her life she has received psychosocial mentoring functions from a variety of persons who were primarily African American. Therefore, psychosocial mentoring functions are delivered effectively by the white, male primary mentor to the protégé based on the close relationship and interpersonal comfort that exists between the two and by African American male and female mentors throughout the life of the protégé, with each experience having a purpose, value and benefit to the protégé and the overall mentoring experience.

*Implication Number Two*

*2. Interpersonal comfort, trust, intimacy and long-term bonding in a mentoring relationship can be achieved in mixed race and/or mixed gender mentoring dyads.*

*What the literature states.* Several studies have suggested, consistent with the theme among three of the four theoretical frameworks, that the psychosocial functions of mentoring require deeper emotional and identity connections (Kram, 1985; Murray, 2001; Shapiro et al., 1978). As a result, in same-race and same-gender dyads the same-race or same-gender mentor should theoretically provide more effective psychosocial functions than if the mentor were of a different race or gender. While there are indications in the literature of interpersonal comfort, (Allen et al., 2005) strong identity ties and stronger emotional connections among individuals with whom the mentor and protégé can more strongly identify, (Blake-Beard, 2003; Huston & Burgess, 1979; Scandura, 1992), there is less clarity regarding which mentoring functions are valued more by African American female administrators or why those mentoring functions are of greater value.

*Primary mentor participant response implications.* The two primary mentoring relationships in this study demonstrated the strength of relationship between a primary mentor and protégé in a mixed race-mixed gender dyad and a mixed-race, same-gender mentoring dyad. The mentoring functions and experiences in the relationship produced a mutually beneficial relationship in each case for both the mentor and protégé.

## Recommendations

This study reveals that while race and gender play a role in the mentoring experiences and career success of African American female executive administrators in higher education, the role of each of these key attributes can vary depending on the individual. Participants reveal that the emphasis for protégés in mentoring relationships is placed on receiving the mentoring functions that contribute to their psychosocial health, upward career mobility and overall career success, no matter what the race or gender of the mentor may be. This revelation, in some respect, is in contrast to aspects of existing research and is inconsistent with prominent race, gender and identity theories which espouse the contributory nature of homogeneity in establishing interpersonal comfort and overall effectiveness among dyadic parties in mentoring relationships. While the study does not totally negate such theories, it does engender new learning regarding what drives a protégés purpose for engaging in mentoring relationships and what protégés seek from their mentors. It also factors into consideration, the impact of diverse multiple mentoring relationships and extensive mentoring networks on the composition of primary mentoring dyads. The findings of this study encourage and in some ways require new interpretations of the manner in which race and gender play a role in contemporary mentoring relationships.

Six African American female senior executive administrators and their primary mentors have offered responses to interview questions that have

increased knowledge regarding (1) career and psychosocial mentoring functions, (2) race and gender influence in mentoring, (3) the relationship initiation process (mentor initiated, protégé initiated or mutually or naturally occurring), (4) perceptions regarding benefits from informal as compared to formal mentoring relationships, (5) multiple mentoring relationships or mentoring constellations, (6) mentoring career stages for the protégé to gain maximum benefit, and (7) perceptions of the mentor regarding the mentoring relationship and mentoring effectiveness.

Based on the conclusions from interview response data and in light of the implications listed, the following recommendations are offered. These recommendations may be used to better inform higher educational institutions in their mentoring practices and mentoring program development, to better inform protégés regarding the various types of mentoring relationships and associated functions and benefits and to better inform mentors to enhance the skills necessary for positive mentoring relationships and effective mentoring outcomes. There may also be implications for other similarly situated, complex organizations seeking to be thoughtful and intentional about formulating mentoring practices or programs to address the needs of African American women or other minority groups within their organizations.

*1. Universities that have implemented formal mentoring programs should consider ways to incorporate the attractive and effective elements of informal mentoring relationships into the formal mentoring context.*

*Allowing employees the opportunity to voluntarily affiliate with an institutionally coordinated mentoring program that provides employees with mentor choice options should be considered.*

*2. Universities that have not implemented formal mentoring programs should consider how they can create an environment more facilitative and fertile to the development of informal mentoring relationships among junior and senior colleagues. Dedicated spaces, events and periodic planned opportunities for interaction between junior and senior administrators are among the strategies to initiate a context conducive and supportive of informal, mutually, naturally occurring mentoring relationships.*

*3. Universities should explore the development of voluntary peer mentoring support groups among administrators with interest in receiving mentoring support from peers in a collective context. As an initial step, universities can consider offering affinity group support circles that can be initiated formally or informally by the senior minority administrator(s) at the institution.*

*4. Universities should seek ways to capitalize on increasing capacity among all employees in the area of cultural competency. This study demonstrates that mentoring dyads among mixed race or mixed gender pairs are more effective when members of the dyad are culturally competent and comfortable with communicating regarding issues of race, gender, identity and other forms of difference. Increasing employee and*

*institutional capacity in the area of cultural competency can increase the availability of administrators with skills to effectively engage in productive mentoring relationships regardless of race, gender or any other aspect of difference.*

Based on the literature and conclusions drawn from responses from participants, this study finds that the most important primary mentor behavioral element identified by African American female protégés is the mentor's demonstration of genuine interest in the protégé. Once the genuine interest is established and understood by both in the dyadic relationship, the ability of the mentor to exercise substantial power and authority within the organization and an expressed willingness to leverage that power on behalf of the protégé is vital. These two core elements, genuine interest in the protégé and power and authority with the license and willingness to exercise it on the behalf of the protégé engender the momentum necessary to move the protégé upward in the organization. When the protégé response to the primary mentor's willingness in this regard is positive, the experience can be mutually beneficial for both parties in the dyad. The protégé can experience success in upward mobility and career success in the organization and the primary mentor can witness the impact of his or her power and authority within the organization. Additionally, both parties may benefit from an interpersonal connection and in some cases, deeper cultural understanding among the parties can result.

The study finds that both psychosocial and career instrumental mentoring needs rank similarly in importance to the protégés and that these functions can be provided by a primary mentor of any race or gender as determined by the protégé's comfort level. Further, in each case, a primary mentoring relationship was supplemented by a constellation of mentors who addressed various mentoring related needs as expressed by the protégé. These mentoring constellations are also known as multiple mentoring relationships and allow for African American female senior executive administrators to interact both within singular primary mentoring and multiple mentoring relationship contexts. The acknowledgement and endorsement of multiple mentoring relationships by these protégés indicates the relevance of such relationships in the contemporary mentoring landscape. Within this multiple mentoring relationship schemata, mentoring needs are met, mentoring functions are provided to the protégé by primary and multiple mentors and the careers and lives of African American female senior executive administrators are enriched and advanced.

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## APPENDIX A: THE ORIGIN OF AFFIRMATION ACTION

Affirmative action in employment is a set of laws designed to eliminate employment discrimination of persons who are minority or female and to eliminate the “underrepresentation” of minorities and females in the workforce (Dale, 2005). The laws were an attempt to redress the effects of past discrimination and to “level the playing field” for all Americans. These laws have been transformative for women and minorities by opening doors or access and opportunity and initiating the charge to increase presence of women and minorities throughout the ranks of employment in public and private organizations in America (Dale).

Federal affirmative action in employment was formally initiated in 1961 when President John F. Kennedy issued an Executive Order (10925) which required federal contractors to take “affirmative action” to achieve equality in the workplace. The path to the federal affirmative action policy began technically in 1933 with a discrimination order issued by Harold Ickes which prohibited discrimination in Public Works Administration projects (Anderson, 2004, p. 46). This act by Ickes was followed by a formulation of a “proportional hiring system” to create opportunities for skilled Blacks. During this same period, the women’s equal pay wage program implemented by the Works Progress Administration and gender and race non-discrimination policies on minimum wage and social security benefits were enacted as part of the New Deal policies led by the

Franklin D. Roosevelt administration. However, the “proportional hiring system” was largely ignored by contractors (Anderson, p. 46).

Preceding Kennedy’s Executive Order was President Franklin D. Roosevelt’s earlier signing of an Executive Order 8802 in 1941 barring employment discrimination by defense contractors. Roosevelt’s actions were as a result of a threat by A. Philip Randolph, President of the Brotherhood of Sleeping Car Porters Association, who, in collaboration with NAACP Executive Secretary, Walter White and National Youth Administration (NYA) Minority Affairs Director, Mary McLeod Bethune, threatened to march on Washington in protest of discriminatory practices of the defense industry toward African American workers (Weiss, 1997, p. 37). President Roosevelt sent his wife, Eleanor Roosevelt and New York Mayor Fiorello LaGuardia to negotiate with Randolph, White and Bethune (Anderson, 2004, p. 16; Black & Hopkins, 2003, p. 16).

Negotiations yielded an Executive Order barring discrimination by the defense industry and established The Fair Employment Practices Committee (Weiss, 1997, p. 37). The passage of this order signaled new opportunities for African Americans, however, defense contractors initially refused to comply with the President’s order. Non-compliance by the defense industry prompted the issuance of a new order with firmer language and a half million dollar budget and nation-wide, professional full-time staffing support for the Fair Employment Practices Committee (Rai & Critzer, 2000). As a result of the Fair Employment Practices Committee, at the end of the war, African Americans held 8% of

defense jobs as compared with 3% before and nearly 200, 000 were employed by the federal government, nearly three times the count before the war (Black & Hopkins, 2003).

These Roosevelt era victories against discrimination of African Americans were neutralized by Roosevelt's untimely death. Political haggling and lack of support for the Fair Employment Practices Committee in the US Senate during the Truman administration resulted in the death of the bill intended to make the committee a permanent commission (Rai & Critzer, 2000, p. 4).

President Kennedy's issuance of Executive Order 10925 requiring federal contractors to take action to achieve fairness in the workplace was the first time the language "affirmative action" was coined. The order also established the President's Committee on Equal Employment Opportunity, known as the EEOC. The Committee was chaired by the Vice President with the U.S. Labor Secretary serving as Vice Chair (Rai & Critzer, 2000, p. 4; Teasley, 2008, p. 1).

The civil rights movement, precursor Executive Orders and the tragic death of President Kennedy elevated the profile and priority of a comprehensive Civil Rights bill on the nation's agenda. After a plea from President Lyndon B. Johnson to the nation to pass the Civil Rights Act legislation in memory of the slain former president and following the defeat of a Senate filibuster, the Civil Rights Act of 1964, prohibiting racial discrimination in employment, public accommodations, federally assisted programs and labor unions was enacted (Rai & Critzer, 2000). The Civil Rights Act of 1964 also instituted the Equal

Employment Opportunity Commission which became authorized to enforce the newly passed legislation. What began as the Fair Employment Practices Committee in 1941 under the leadership of President Roosevelt was reconstituted, expanded and renamed the Equal Employment Opportunity Commission in 1964 (Rai & Critzer). President Johnson issued Executive Order 11246 in 1965, an act that assigned the function of the Contract Compliance Program to the Secretary of Labor. In 1967, a second Executive Order 11375 was issued which included language prohibiting discrimination against women (Teasley, 2008).

The Civil Rights Act of 1964 authorized the Equal Employment Opportunity Commission and the Department of Justice to sue violators of the new laws (Weiss, 1997, p. 179). The laws required implementation of affirmative action plans with comprehensive systemized good faith efforts for removing discriminatory practices in employment (Teasley, 2008). Plans included minority and female hiring goals and timetables to which the contractor committed good faith efforts. Race and gender considerations were a key element of affirmative action planning with the intent of eliminating minority and female “underrepresentation” at various levels of employment (Dale, 2005).

In 1967, a proposal to increase the presence of minority contractors in construction by requiring contractors to submit hiring schedules was introduced. The Philadelphia Plan, as it was called, was the subject of fierce opposition by white males in particular, as it appeared to provide preferential treatment for

minorities (Rai & Critzer, 2000, p. 10). Rather unexpectedly, after the Philadelphia Plan had been ruled a violation of the law by United States Comptroller and following the transition of the new administration of President Nixon, the new Labor Secretary George Schultz reintroduced the revised plan pledging to increase representation of minority contractors to proportional levels (Rai & Critzer, p. 11; Weiss, 1997, p. 115).

Title VII, arguably the most important aspect affirmative action as set forth in the Civil Rights Act of 1964, was amended in 1972. Originally, the law covered private employers with more than twenty-five employees, however, the new amendment reduced the threshold to fifteen employees. The 1972 amendment extended gender and race discrimination laws to federal, state, and local governments as well as educational institutions (Rai & Critzer, 2000, p. 7).

This amendment also allowed the Equal Employment Opportunity Commission (EEOC) authority to initiate lawsuits in federal court rather than deferring to the United States Justice department and also created an Office of the General Counsel for the EEOC (Weiss, 1997, p. 179). Six months following the extension of this new legal authority, the commission's legal staff grew from 40 attorneys to 222 and initiated the most aggressive enforcement programs in history. The empowered agency consolidated employment complaints, filed lawsuits and challenged unions, major corporations and colleges and universities for biased and discriminatory employment practices (Anderson, 2004, p. 140; Weiss, p. 178).

### Executive Effort to Retool Affirmative Action

In March 1995, after years of study by a bi-partisan commission, the Glass Ceiling Report was released with findings that caused great concern. The commission found that though white men constituted 43% of the workforce, they occupied 97% of all senior management positions from Vice-President above in Fortune 1000 corporations. In Fortune 2000 companies, the report found that only 5% of the managers were women, nearly all of whom were white. African-American, Asian, Hispanic and Native American women constituted the remaining 0.5% of Fortune 2000 managers. The report stated that white women had made inroads into middle management in corporations, representing about 40% of managers at that level, while those numbers constituted 5% for African American women and 4% for African American males. "Before one can even look at the glass ceiling, one must get through the door," said the commission, "The fact is large numbers of minorities and women of all races are nowhere near the front door of Corporate America" (Federal Glass Ceiling Commission Report, 1995). The report demonstrated poor outcomes of the efforts to include women in the workforce at the highest levels and triggered an immediate response from women, minority and civil rights groups throughout the country.

In July 1995, two years into his presidency, five months after commissioning a study of America's affirmative action programs and following a wave of conservative court rulings that created setbacks and threatened progress, the Clinton Administration placed affirmative action in a front and

center position as a policy issue (Anderson, 2004, p. 257). That period of focus on the issue was marked with a major speech by President Clinton defending the fundamental merits of the policy and challenged Americans to “restore the American dream of opportunity and American value of responsibility.” The speech was titled “Mend It, Don’t End It” and appealed to the sense of common purpose among Americans to view our differences as a nation as our strength (Clinton, 1995). This speech became the capstone for the modern day reinvigoration of affirmative action programs.

There are, however, divergent opinions about whether or not President Clinton’s approach to addressing Affirmative Action should be considered heroic. An account by Rai and Critzer (2000) states that President Clinton allowed “white male anger” to initially influence him to cast doubts on affirmative action until polls indicated dissatisfaction among female and minority public opinion. Once aware, Clinton considered the potential loss of minority and women voters in his 1996 re-election bid. Following consideration of the potentially negative impact on efforts to rollback affirmative action progress, the President shifted his position which prompted his famous “Mend It, Don’t End It” speech (Rai & Critzer, p. 18).

Affirmative action has been a tool to equalize opportunity, but has also been viewed as a mechanism allowing for preferential treatment based on race and gender as well as discriminatory actions against white males (Anderson, 2004, p. 172). Despite the ideological impossibility expressed by some scholars that affirmative action policy, designed to counter nearly 300 years of slavery,

segregation and discrimination could actually disadvantage the primary historical beneficiary and most advantaged current segment of American society, existence to affirmative action based on the premise of “reverse discrimination” is a commonly held view (Anderson, p. 229). The resistance based on these perceptions of reverse mistreatment and discrimination have played out throughout the country in legal and policy challenges taking the form of federal and state lawsuits, state referenda and major policy initiatives led by conservative think tanks and interests throughout the country.

#### Court Decisions and Affirmative Action

The court history of affirmative action has been varied with the earliest cases supporting affirmative action. In 1966, a case litigated by the United States Justice Department found a union to be in violation of non-discrimination policies in employment based upon its refusal to allow Blacks to participate in the craft trade (Rai & Critzer, 2000, p. 12). The Justice Department, in its decision required the union to openly recruit minorities and extend positions to employees on a “one-to-one” hiring basis until proportionality was achieved within the organization (Rai & Critzer, p. 12). In 1970, a federal court upheld the Philadelphia Plan, in accordance with Executive Order 11246, even after the outgoing United States Comptroller declared it illegal (Weiss, 1997, p. 115). Also during this period, Equal Pay for Women cases were being interpreted in support of working women (Rai & Critzer, p. 12). One of the most visible affirmative action cases, *Griggs vs. Duke Power* in 1971 received a ruling of discrimination

by the Court based on discrimination of black workers. In a defining case in affirmative action, the Regents of the University of California v. Bakke case of 1978, the Supreme Court ruled in a 5-4 decision against the validity of the 16% quota established for disadvantaged minorities, but ruled that race could be a factor among others, for admissions considerations (Rai & Critzer; Weiss, p. 226). The consideration of race among other compelling admissions factors is a defining characteristic of affirmative action policy in university and college admissions in American higher education today.

One year later the court heard United Steel Workers of American vs. Weber and endorsed a quota system for minorities in the steel workers training program until proportionality had been achieved. The Court remained consistent in its commitment to affirmative action in Fullilove vs. Klutznik, upholding the practice of a 10% federal minority set-aside for public works contracts in local government (Rai & Critzer, 2000).

With the onset of the Reagan administration there were considerable changes in store for affirmative action laws, policies and public opinion. Each of these areas would be influenced greatly by litigation and Supreme Court rulings (Anderson, 2004, p. 173). The perspective in the research is relatively consistent about the erosion of affirmative action in the 1980s. Cases such as Watson vs. Fort in 1988 and Ward's Cove Packing vs. Antonio posed setbacks for women and minorities in employment (Weiss, 1997, p. 226). There were even more setbacks that followed in the 1980s where in some cases, the high court

restricted the rights on women to file bias and discrimination suits while extended the rights of white males to file reverse discrimination lawsuits. It was during this time also that the Supreme Court effectively “shifted the burden of proof from the employer to the employee in discrimination suits” (Weiss, p. 227). Affirmative action’s next blow came in 1995 when a white contractor’s allegations against a federal minority set aside program were validated and upheld. A 1998 United States Court of Appeals of the District of Columbia vs. the Federal Communications Commission decision followed suit, rendering special opportunity programs to hire minorities and women in radio and television as without any merit in serving a compelling public interest and not capable of withstanding constitutional review (Anderson, p. 266).

Areas such as college and graduate school admissions and activities have been under debate for several decades and under attack more recently. Additionally, state referenda to end affirmative action have impacted affirmative action policies in a few states. A key higher education case sprouted in the 1990s with the appeal case of Cheryl Hopwood vs. the State of Texas in 1996 (Rai & Critzer, 2000, p. 17). The case had first been heard by the Fifth Circuit United States Court of Appeals with the decision appealed by the state of Texas to the United States Supreme Court. The state of Texas was challenging a ruling by the Fifth Circuit court to invalidate the consideration of race in law school admissions. The United States Supreme Court refused to hear the case, thus allowing the decision of the Fifth Circuit Court of Appeals to stand (Anderson, 2004, p. 254).

It is clear that affirmative action was a necessary action by the government to end the longstanding practice of discrimination and exclusion from blacks and women from the workforce (Rai & Critzer, 2000, p. 15). It is equally clear however, that at the time of affirmative action's introduction and even today, there are skeptics who question the fairness of the approach to populations not receiving the perceived advantages, opponents who believe the basic premise of the laws and policies of affirmative action are a violation to one's individual rights and a minority of staunch opponents who believe that laws and policies to eradicate American society's practices of discrimination towards women and minorities should never have been implemented (Rai & Critzer, p. 16).

Despite legal attacks and public sentiment, a 1995 Connecticut poll found that while Americans opposed quotas benefitting any particular group, they felt that governmental policies such exist to prevent discrimination (Rai & Critzer, 2000, p. 16) and the Equal Employment Opportunity Commission, the Office of Federal Contract Compliance Program, affirmative action and equal opportunity in employment continue to reflect the law of the land and play an active role in employment processes and practices throughout the nation (Dale, 2005).

#### Minority Employment Gains

While the reality of legal penalties cause by laws against obstructing women and minority presence in employment prompted gains in the number of women and African Americans in particular represented in the nation's workforce, perspectives on the amount of progress caused affirmative action are varied.

Given the pervasive nature of exclusion of women and minorities prior to affirmative action, one cannot ignore its impact. Compensation levels of African American family incomes before and after affirmative action generally reflect progress in the African American community (Updegrave, 1989). Despite this progress among African Americans, gender gains were predominant and white women substantially outpaced African Americans well into the 1990s. Disproportionate gains among white women were among the subject areas in the Nation's first Glass Ceiling Report in 1995.

Research on the economic impact of affirmative action on target groups states that between 1974 and 1980, Black female employment increased significantly faster than other groups in high growth organizations and in federal contract businesses (Leonard, 1983). An analysis of EEO-1 reports by Smith and Welch (1984) revealed that white and black women were twice as likely to report being managers in 1980 than in 1966. A 1982 report by Osterman states that women employed by industries monitored by OFCCP had higher rates of federal purchases and higher retention rates among women employees. A study of male and female employment data between 1947-1988 conducted by Mixon and Uri (1991) concluded that women age 20-54 had more stability in employment than men from 1965-1980. The same study suggests that affirmative action programs increased the share of projected employment for women (Mixon & Uri).

When observing the impact of affirmative action on the hiring of African Americans in higher education institutions the findings are varied. On the one

hand, black males grew from 3% of all faculty positions in 1961 to 4.4% in 1976 (Rai & Critzer, 2000, p. 37). Black male and female representation in faculty positions went from 3% in 1961 to 2.2% in 1970 to 4% in 1980. Fluctuation can be found again among combined black male and female faculty totals between 1979 and 1983 with a decline from 4.5 to 4.2% followed by an increase to 4.9% by 1991. These fluctuations suggest instability for black faculty from 1960 through 1990. The data also suggest males are hired more often than their female faculty counterparts during this period.

Black female administrators registered 0.1% participation rate in administrative positions in public and private institutions, ranking below black males in 1979, but by 1991 that rate rose to 4.5%. The period between 1975 and 1983 was fortuitous for black females who reaped benefits from an enormous wave of administrative employment. This robust hiring period was prompted by new federal mandates which expanded student services and required employment reporting (Hansen & Guidugli, 1990, p. 155). Overall, the research demonstrates measurable gains for women stimulated as a result of affirmative action. The data do not provide a breakdown of percentages for each college and university, thus there is an inability to determine if an institution is majority or minority serving.

A recent study which measured impact of affirmative action based Equal Employment Opportunity EEO-1 report data between 1971-1999 found that when affirmative action programs and diversity efforts are operational in organizations

subject to affirmative action law, those organizations are more effective in increasing the presence of African Americans within the managerial ranks (Kalev & Dobbin, 2003, p. 2). The scope of affirmative action and equal employment opportunity policies spans beyond matters of recruitment and hiring to cover the continuum of employment functions including promotion and professional development. A mentoring program designed to assist women and minorities with upward mobility within the organization is proposed as one of four strategies towards an increased presence of African Americans in managerial ranks (Kalev & Dobbin, p. 3).

Kalev and Dobbin's research findings highlight the linkages between affirmative action, increased female and minority presence, upward mobility and mentoring. These linkages inform our context for further discussion about mentoring, race, gender and the lives and careers of accomplished African American female administrators in higher education.

APPENDIX B: INTERVIEW QUESTION INSTRUMENT TEMPLATE

FOR AFRICAN AMERICAN FEMALE

SENIOR ADMINISTRATOR PARTICIPANTS

**Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

**Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

**Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

**Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

**Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

**Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

**Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

**Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

**Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

**Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

**Q.10 Definition of Career Success**

*What is your definition of career success?*

**Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

**Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

**Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

**Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

**Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

**Q.15 Willing to Share Primary Mentor Contact Information for Interview**

## Interview Question Instrument Template for Primary Mentors

**Q.1 Mentoring Relationship and Success of Protégé**

*Has your mentoring relationship with your protégé contributed to your protégés overall career success?*

**Q.2 Mentoring Category Provided More Frequently by Mentor to Protégé**

*Considering the two mentoring function categories and the definitions for each, which mentoring category did you provide more frequently?*

**Q.3 Mentoring Category Provided Most Effectively by Mentor to Protégé**

*Which mentoring function category did you provide more effectively?*

**Q.4 Informal or Formal Mentoring Relationships**

*Considering the definitions of informal and formal mentoring types how would you categorize your mentoring relationship with your protégé?*

**Q.5 Did the Nature/Type of Mentoring Relationship Effect Your Ability To Assist**

*Did you perceive that the nature of your mentoring relationship allowed you to more effectively be helpful to your protégé?*

**Q.6 Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

**Q.7 Relationship Initiation and Impact on Mentoring Benefits**

*Did the type of relationship initiation impact the mentoring benefits?*

**Q.8 Race, Gender and Identity Relevance**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

**Q.9 Race, Gender and Identity Enriching or Hindrance**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

**Q.10 Did Your Mentoring Impact Upward Mobility and Success of Protégé**

*Were there achievements and successes in the upward mobility of your protégé to which you in some way attribute the effectiveness of your mentoring relationship? Did you witness your protégé advance in the organization?*

**Q.11 Elements of Effectiveness in Mentoring Relationships for Mentors**

*What in your opinion are the elements of effectiveness in mentoring relationships and how can a primary mentor be most effective to his/protégé?*

## APPENDIX C: DRAFT LETTER TO DISSERTATION STUDY PARTICIPANTS

Dear \_\_\_\_\_,

I am writing to request your assistance with a research study that I am conducting as a doctoral candidate at East Carolina University in the Education Leadership Program. I am requesting your participation as an African American senior executive administrator interviewee in a qualitative dissertation study. I am researching the mentoring experiences of African American female senior executive administrators at predominantly white public higher education universities in NC. For the purposes of this study, senior executive administrator is defined as Chancellor, Vice Chancellor, President, Vice President, Provost, Vice Provost, University Attorney/General Counsel and /or any position that is included as part of the Chancellor's or President's Executive Council or Senior Administrative Cabinet on any given campus.

I expect to learn which mentoring functions are considered to be most valued by accomplished senior executive administrators for overall career success and learn which specific functions were fulfilled for these administrators (when protégés) by their most influential primary mentor. The study should also yield vital information regarding the types of mentoring relationships that exist among senior executive administrators (informal, formal and mentor, protégé or mutually-initiated), the number of mentoring relationships (primary mentoring or multiple mentoring constellations), the point in career stages when mentoring is most helpful to each group, the relationship duration and the demographic profile and perspective of the actual mentors of the senior executive administrators.

This study will address several voids in current mentoring research and could be valuable for use in the development of targeted and general administrator mentoring programs in higher education. Your privacy and confidentiality will be maintained in this study as I will not use names but will utilize letters and numbers to reference administrators and their mentors in this study. Additionally, the names of current or former universities or organizations of administrators and their mentors will not be included in the study. *I will be audio-taping the interviews and following transcription of interviews and proofing for accuracy, I will destroy the audio-files.* I am pleased to travel to your office, a mutually agreeable site in your city or can contact you by phone to conduct the interview. I look forward to hearing from you and am available to speak with you at any time regarding this study. Thank you for your consideration.

Sincerely,

Taffye Benson Clayton

UMCIRB  
APPROVED  
FROM 5-4-09  
TO 5-3-10

## Draft Letter to Primary Mentor Participants

Dear \_\_\_\_\_,

I am writing to request your assistance with a research study that I am conducting as a doctoral candidate at East Carolina University in the Education Leadership Program. I am requesting your participation as either an African American senior executive administrator interviewee or the primary mentor as identified by an African American senior executive administrator interviewee in a qualitative dissertation study. I am researching the mentoring experiences of African American female senior executive administrators at predominantly white public higher education universities in NC. For the purposes of this study, senior executive administrator is defined as Chancellor, Vice Chancellor, President, Vice President, Provost, Vice Provost, University Attorney/General Counsel and /or any position that is included as part of the Chancellor's or President's Executive Council or Senior Administrative Cabinet on any given campus.

I expect to learn which mentoring functions are considered to be most valued by accomplished senior executive administrators for overall career success and learn which specific functions were fulfilled for these administrators (when protégés) by their most influential primary mentor. The study should also yield vital information regarding the types of mentoring relationships that exist among senior executive administrators (informal, formal and mentor, protégé or mutually-initiated), the number of mentoring relationships (primary mentoring or multiple mentoring constellations), the point in career stages when mentoring is most helpful to each group, the relationship duration and the demographic profile and perspective of the actual mentors of the senior executive administrators.

This study will address several voids in current mentoring research and could be valuable for use in the development of targeted and general administrator mentoring programs in higher education. Your privacy and confidentiality will be maintained in this study as I will not use names but will utilize letters and numbers to reference administrators and their mentors in this study. Additionally, the names of current or former universities or organizations of administrators and their mentors will not be included in the study. ***I will be audio-taping the interviews and following transcription of interviews and proofing for accuracy, I will destroy the audio-files.*** I am pleased to travel to your office, a mutually agreeable site in your city or can contact you by phone to conduct the interview. I look forward to hearing from you and am available to speak with you at any time regarding this study. Thank you for your consideration.

Sincerely,

Taffye Benson Clayton

## APPENDIX D: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



**University and Medical Center Institutional Review Board**  
East Carolina University • Brody School of Medicine  
600 Moye Boulevard • Old Health Sciences Library, Room 1L-09 • Greenville, NC 27834  
Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb  
Chair and Director of Biomedical IRB: L. Wiley Nifong, MD  
Chair and Director of Behavioral and Social Science IRB: Susan L. McCammon, PhD

FILE COPY

TO: Taffye Benson Clayton, Doctoral Candidate, College of Education, ECU  
FROM: UMCIRB  
DATE: May 5, 2009  
RE: Expedited Category Research Study  
TITLE: "Career and Psychosocial Mentoring Functions and the Career Success of African American Female Senior Executive Administrators"

FAXED  
5-7-09  
MAILED  
5-7-09

UMCIRB #09-0411

This research study has undergone review and approval using expedited review on 5/4/09. This research study is eligible for review under an expedited category because it is a collection of data from voice, video, digital, or image recordings made for research purposes and it is research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.). The Chairperson (or designee) deemed this **unfunded** study **no more than minimal risk** requiring a continuing review in **12 months**. Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The investigator must adhere to all reporting requirements for this study.

The above referenced research study has been given approval for the period of 5/4/09 to 5/3/10. The approval includes the following items:

- Internal Processing Form (dated 4/13/09)
- Letter of Informed Consent (received 5/4/09)
- Interview Opening Remarks
- Interview Questions

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

**The UMCIRB applies 45 CFR 46, Subparts A-D, to all research reviewed by the UMCIRB regardless of the funding source. 21 CFR 50 and 21 CFR 56 are applied to all research studies under the Food and Drug Administration regulation. The UMCIRB follows applicable International Conference on Harmonisation Good Clinical Practice guidelines.**

## APPENDIX E: PILOT STUDY INTERVIEW

*Pilot Interview*  
*Pilot Participant*

*April 8, 2009*

### *Professional Background*

Pilot Participant is currently Assistant Vice Chancellor for Special Projects and oversees Early College High School and The Chancellor's Leadership Academy at ECU. She is a former Superintendent and Associate Superintendent, Principal and Speech Language Clinician who served for years in these various positions in school systems in North Carolina. Prior to these accomplishments, the participant received a Master's in Education Supervision and later received her doctorate.

### *African American Female Senior Executive Administrators Represented*

Pilot Participant notes an increase across the state of African American females in education leadership within various school systems. More African American females are present in the field than males. She states that because of accountability standards, K-12 education administration seeks instructional leaders and women are represented more predominantly in the instructional education realm.

She states that at her current institution, she sees African American leaders as a novelty. Participant believes there is a lack of representation among African American females in the leadership ranks.

### *Advancement Barriers*

Pilot Participant believes that doors of opportunity have been opened for her by informal and formal mentors. Becoming first African American principal at J. H. Rose High School helped to shatter pre-existing barriers. Participant has taken opportunities that may have not been originally designed to benefit her and has used them to her benefit.

### *Mentoring As Tool to Address Barriers*

Pilot Participant states that informal and formal mentors have helped open doors for her.

### *Primary Mentor*

Pilot Participant has not experienced a primary mentor.

### *Informal or Formal Mentoring Relationships*

Pilot Participant says she has experienced several informal mentoring relationships.

*Greater Benefits from Formal or Informal*

Pilot Participant states that she has received greater benefits from a range of informal mentoring relationships over time.

*Mentor Relationship Initiation*

Pilot Participant has experienced several informal mentoring relationships that were initiated by white males. She states that the validation white males gave was needed to acquire leadership positions in education. Participant experienced a mutually initiated mentoring relationship with Dr. Dudley Flood and Dr. Jim McDowelle. Participant states that she was sought out by white males in particular as a protégé during a time when there were hardly any African American females with doctorates in education.

*Involvement in Multiple Mentoring Relationships*

Pilot Participant states that she has been engaged in multiple mentoring relationships throughout her career. She states that no person can advise you on everything nor should you desire such advisement from any one person or to allow a person to have that much information about you. Further, you may “wear that person out”. She states that it is much healthier to have multiple mentor relationships. She considers such relationships important in today’s context because of career complexities. Participant states that one must have multi-faceted approach to mentoring.

*Career and Psychosocial Functions and Which Category More Important*

Career mentoring functions were the most commonly received by the Pilot Participant. She states that psychosocial support functions were provided by her husband as she needed someone who was a good advisor, was brutally honest and who understood her as a person.

*Definition of Career Success*

Pilot Participant states that success has a compensation component, but money is not the only aspect. Participant values being a decision maker and enjoys experiences that are progressively challenging in nature in preparation for the next step. Participant desired for each career opportunity to prepare her to execute job duties and to make informed decisions. She feels that currently she has achieved at a level of satisfaction in her career. She states she is personally fulfilled.

*Role of Mentoring in Success*

Pilot Participant states that mentoring has played an important role in her success. She states that every professional needs a mentor as you should always have people around you who see in you what you may not see in

yourself. Participant states that she desired an honest advisor who could assist her in setting and achieving her goals.

*Race and Gender Relevance in Mentoring*

Pilot Participant states that most mentors during the time her professional career in education was taking off were males. The participant had several white male mentors as well as two key African American male mentors.

*Advocate for Formal or Informal Mentoring Programs*

Pilot Participant considers herself an advocate for most forms of mentoring.

*Willing to Share Mentor Contact Information*

Pilot Participant states that Dr. Marilyn Sheerer is someone who has influenced her career.

APPENDIX F: INTERVIEW QUESTIONS AND TRANSCRIBED  
PARTICIPANT AND PRIMARY MENTOR RESPONSES

**Participant #1**

**Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

Have been at this institution for more than thirty years, I began as a faculty member had every intention of being a faculty member and am an accidental Provost in some ways, in that it was only about ten years ago that I left the department to serve in the administration. The two jobs that I held prior to this were Dean of the College of Arts and Sciences and before that Executive Associate or Deputy Provost.

**Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

So we have me and a Senior Associate Provost who is African American and an Associate Vice Chancellor who is African American and ten years ago of those three positions only one of those was held by an African American. So there has been some progress. I don't know how much of that progress is linked to the increase in doctorally prepared African American women or just people ready at different places and we were lucky and were looking. I don't know the cause of it.

**Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

I imagine that mentoring can help.

**Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

I don't know of those mentioned if these women had career mentors so I can't say precisely, but I know I did not have one.

**Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

I think two people, I'm not sure if they qualify. One was my dissertation director, who was not only my research advisor but gave me advice with regard to job selection and the

type of job to look for and someone with whom I maintained some degree of contact for some time after I graduated. The other person would be a senior faculty member in my department who recommended me for and encouraged me to seek roles in the administration when I was certainly not looking for administrative roles because he thought that I would be able to function well in those capacities and he did that on two or three or more occasions for opportunities that became available. So he was an informal mentor over a period of time.

#### **Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

First was formal, it was my dissertation advisor who is a mentor almost by definition. And the second was someone who was in a when I was an Assistant Director, this person was Director of that program and he advised me to seek an administrative position in the department and then later on recommended me to consider the department chair position. And so it was someone who was a senior person who was in a kind of supervisory role, but he was not my formal mentor as I did not have a formal mentor.

#### **Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

Yes, informal-versus-formal mentoring experiences have been different. The formal one was in a role of teacher and the second one was someone who gave me informal suggestions and encouragement that I might seek out if I wished, but there was no expectation that he would make suggestions and there was no expectation that I had to take his recommendations, whereas the dissertation advisor, you had to take the recommendations.

#### **Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

Neither of us would have called it a mentoring relationship at the time. I think about because it had some aspects of mentoring but it was someone who was in charge of the program that I was in when I was an Assistant Professor and who recommended me for some other things. That to me is what is informal mentoring as we didn't define it as a mentoring relationship.

#### **Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

I have not had those experiences and think that they can be beneficial and there are probably people who benefit from them. There is a Leadership Development Program on our campus that people participate in over a period of several weeks and it's pretty clear that they form—even when the program is over—they get together and talk about issues

related to what they are doing so I would consider that kind of a group mentoring network and that does happen and I think they find it very useful and very successful. I have not participated in one.

### **Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

In my career, I don't think the informal mentoring that I described fits closely enough to work with either one of those categories and it was too unstructured and things like that, too episodic. I think that my dissertation advisor might have been closer to the kind of structured relationship (career instrumental) though a lot of the functions were not really relevant as a graduate student so structuring time, seeking opportunities, making sure opportunities were available and being protected would have been closer to that relationship.

### **Q.10 Definition of Career Success**

*What is your definition of career success?*

Success I would define in a couple of ways: One—as having fulfilled at a high level of quality the expectations of your job—so if you are a faculty member that would be success as a teacher, a researcher and supporting the department as an administrator having to do with setting direction, guiding the budget etc. So a high degree of quality in fulfilling those roles would constitute success and then the other thing that would be important to me about success is that you have a sense of core principles and values and that you have been consistent with those in performing whatever the tasks or obligations that you have so that your behavior, action and decisions are guided by some set of principles as well as meeting the practical needs of the situation.

### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

Certainly probably the first more than the second, there are times when you are in your work and you are in uncharted territory and it's at those times that it's most important to know what you think and what you value and what you consider important because there are not guides for it. And that when I think the other part it becomes really keenly important the sense of principles that you have and they can be influenced by a mentor, although I think probably your whole process of education and development as a person with parents and teachers and early influences are just important in that as a career mentor if not more important.

### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

Off the top of my head, I would say where important decisions or career changes are being made. That's what I would think when you need someone with whom you can

discuss what the options are, what you are considering is someone who can help provide information that you need and that is supportive at the same time. So I would say decision points or preparing for decision points.

**Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

I think it could if that was part of what made the two parties comfortable. It was not relevant in my case, the two mentors that I think of were white males and I had relationships with them based on other things.

**Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

One—I was a student, he was a faculty member the other I was Assistant Professor and he was the senior member who was Director of the Program, there were in the organization of what we were doing, relationships of working together and I don't know or I have no idea how much race or gender influenced their perceptions of the relationship, but as far me, as I'm concerned it wasn't relevant because they weren't any other options with regard to having females or other persons of color so it was either those people or no one and it was easier to form a comfortable working relationship with those two people. So it's hard for me to talk about how race or gender affected those because I think at a time it was a graduate school where there was one faculty member who was like a second mentor to me who was female who was very supportive probably more social than the instrumental support area. But there were not any other persons of color to provide mentorship so it was almost not relevant. Either you worked with the people there or you didn't work with anyone.

**Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

We've been talking about that a lot. I would not have based on my own personal experience considered formal mentoring programs to be that important. But as I listen to the faculty and other people I think of them as being more important now than I used to. And so we are talking about how to assure that mentoring is available to people who want it and see that as important. And, this is just stylistic, the fact that in my early career I wouldn't have identified this because I found a way to work with people that is useful and was not a formal mentoring program. It almost seems that formal mentoring programs become necessary when something doesn't happen that should happen naturally in the setting. So, I think there are people who are saying more about mentors and it may be more women and people of color who are saying that they are not finding in their natural settings things that they expect to be there or want to be there in mentoring and then some formal way of expressing that becomes something to consider.

**Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

You know unfortunately, both mentors are deceased, the senior faculty person and Director of my department died in a car accident a few years ago and my dissertation advisor had grown quite elderly and died a natural death several years ago. I would have been willing to provide you with that information, however, they are deceased.

**Participant #2****Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

I am currently the Associate Vice Chancellor for Student Affairs and the Dean of Students. I have been with my current institution for 10 ½ years. Nearly four years ago, I served as the Dean of Students here and received a promotion with title change and expanded duties. At that time I took on the title of Associate Vice Chancellor in addition to Dean of Students.

**Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

In general, there are quite a few African American females in administrator positions and there's even representation at the executive level.

**Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

Visibility can be a barrier. Probably the better word I would use besides mentoring, would be visibility, in terms of the benefits that visibility affords an African American female senior administrator.

**Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing those barriers?*

As a result of that visibility they (African American females) have been provided opportunities for advancement and different types of opportunities as well.

#### **Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

I've had a lot of people who have played significant roles in my life. I've had the "community effect". So I've had a lot of people throughout my career who have paid me a lot of attention and have given me a lot of advice and support. To be honest it was not until I got here and a colleague and I became very good friends and he has since gone on to do really big things. He has always provided me with support and advice and as a matter of fact, I just saw him this weekend. He's played a very critical role in that for me because if not for him some of the visibility that I've gotten on this campus I would not have received. He was in the right place at the right time to advocate for me to do some things.

#### **Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

We started off as colleagues, he then became the Associate Vice Chancellor and then he had an opportunity to go and take a huge job and he tried his best to get me to come and in the meantime, he made sure I was in different places, involved with different things and meeting key people.

#### **Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

I know for me that it worked for me and grew in a very natural way because we were friends. People to this day say that they cannot understand the relationship between you and this guy, because to know him casually you would think he is Mr. NRA, conservative, right wing, you name it, but I consider him one of my best friends in the entire world and so, I think that it worked for me to have it that way. No one has ever offered to mentor me in the fashion that I thought I could benefit from as far as the people I thought should have mentored me. Throughout my career that has been something that has been disappointing to me until I met this guy. Before I met this guy, I had accomplished quite a bit on my own (without a primary professional mentor).

#### **Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

Yes a naturally occurring mentor relationship.

### **Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

I think multiple mentoring relationships are critical to the career success of African American female senior executive administrators. I think they are helpful, because why not get advice from someone who has been down the path that you are going down before or maybe that have not but you consider them someone whom you trust professionally, so I have found that to be very helpful to me.

### **Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

Well for me, I'll speak to both career and psychosocial as they played out in different ways in my career. I think the in some ways the career functions are what this guy did for me. He made it possible for me to have some visibility. He recognized what I was very good at and then he was able to leverage that and bring me into conversations that often dealt with a wide range of issues. Sometimes there were race situations or issues in which my expertise in conflict resolution was going to be critical. What he would do, he would tell colleagues that instead of asking him about these issues or asking the usual players, because you call on the usual players that they (along with he) should ask me. Let me see if I can bring her in on this. He did that a lot and as a result, instead of bringing me in last or not at all, people began to see me as a resource that they could use to help navigate certain situations. So he was very critical in that, and not just the things that I was good at, but other things. He started taking me to budget meetings and doing different things and making sure I would show up to Board of Trustees meetings, because I would show up on occasion but not regularly, because I didn't have to be there. He would say, "just come" and after a while you become a fixture. He also can be very helpful to me. And the part that can be challenging to answer is that because he was such a good friend, he has been able to be helpful in different ways and could say things to me and mentor me in a way that only a friend could. Maybe some people didn't know or didn't care, or whatever-- but he did and he would say, "I know you are going through a rough time--, but..." I remember when my dad had to undergo bypass surgery, he said, "you don't worry about here, I'll take care of here, you go take care of you dad". He told my staff, all of the Assistant Deans, "whatever you used to call Melissa for, you now call me for, because she needs to focus on taking care of her dad". So he provided that kind of support.

So people laugh at us, his ex-wife marveled at our friendship. I shared with her that the reason why he could talk to me like he did and I could do the same was because I wasn't married to him. It's not that he's trying to keep you out or anything. I'd ask him

something like, “Man, how are you doing on the inside” and he’d look at me and ask, “why would you ask me that kind of question” and I’d respond, “because I can”. I’d say to him, “how are you really doing—and I don’t want to hear the typical fine”.

### **Q.10 Definition of Career Success**

*What is your definition of career success?*

For me, part of the success formula is wrapped up in approach. I mean by that knowing who you are. I teach a leadership class and one of the things I say is that “leadership is about you but it has nothing to do with you”. It’s about you in the sense that you need to understand who you are, your strengths, your weaknesses, your personality type, how you deal with conflict, negotiation and it’s all about understanding that aspect. But the other part of it is that it’s not about you and so you need to figure how to bring others into that formula. Part of what I believe in terms of success is that you must understand who you are, and more importantly who you are not and I think over time, I have grown up into that understand. For me success is moving through the world, knowing exactly who you are, what you were meant to do and doing it with integrity but also not trying to be something that you are really not. A big part of success is also wrapped up in my students. Making sure they have what they need to be successful and being an advocate—not being afraid to stand up to them or for them. And at the end of the day what’s important to me is not holding on a job, but holding on to your integrity and values. If you can do that in an environment that in kind of crazy then I think you’ve successful. That’s what I believe.

### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

I think my career would have been filled with a whole lot more “bumps” and “trip ups” had I not had mentoring. Because, I had people, I had the “community effect”, I had people along the way. I got into higher education relatively late for my age, I was working in another environment and was recruited, so what has happened is that people took great interest in me. I sought out people for advice and asked them “what do you think about this or that, this is where I’m going, this is what I’m thinking about. I had people who were willing to do that very readily. So I think if I had not had that, things would have been a lot more difficult and I think I would have left the field and gone on to do something else.

### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

Mentoring has mattered the most for me throughout my career in higher education. I think I contrast that to my previous career where I didn’t have a mentor, but in fact had people who wanted me to fail. So it’s been helpful to me throughout, I have a very dear friend and she has her PhD in Organizational Communication and we both worked together and got our administrative PhDs and we were laughing on night on the telephone about how new professionals trip themselves up over some of the most trivial things and

nobody sits down with them and tells them what and what not to do. We developed and implemented a program that we called, “Get with it damn it” and as a result we started to talking to some young professionals about what they needed to do in very real terms and actually did a presentation on it at ACPA and I can truly say that it is important to have someone who is important to you who is able to tell you not what you want to hear but what you need to hear throughout your career. I have been very fortunate that I’ve had people, who may not have been in my field, but could see stuff that I could not see in me and made it a point to make sure that I was going down the right path. But I have seen so many young folks not having that but needing it in a lot of ways—just from a growing perspective. We don’t care about the fact that you may have a PhD. The most important degree you can get is not necessarily a PhD. My colleague and I used to tell students, the most important degree you can get is PHT—proper home training—and you need to get some. So we educated people on proper home training. Being an effective administrator is more than carrying a briefcase. You have to show up and not only know your job, but do your job. You can be so busy trying to know that right people—but you get to know the right people by doing your job. So those are the things I think can be helpful to people throughout their career. I’ve come to the conclusion that there are some generational differences today and that’s what we’re beginning to see. When people used to reach out to give you help, you would receive it.

From a professional development perspective my relationship with this person, (primary mentor) has blossomed over the last six to seven years. I think my understanding of my professional has been enhanced by the role that he has played in making sure that I was not only good at being a practitioner—but also was good at the other stuff, because it doesn’t take the place of being a good practitioner but the other stuff is important too. So you need to work on the other stuff too. He would introduce me when we went places, he was well known in the profession and had graduated from one of the best programs in the country. He had been in Student Affairs seemingly all his life and I had come into it. He would introduce me and say, this is the best Dean of Students anybody can have. I’ve been across the country and there’s none any better than she—and I asked him why he said that and he said first of all it’s true, secondly, it’s better for me to say it than for you to say it. He used to say, “you just don’t know how good you are”. I said, “well maybe I don’t”. He said, “you don’t—but I do”.

### **Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

I think I will go back the “community effect” relationships that I spoke of earlier. The people that I spoke of at that time were primarily African American—both men and women. I think they helped build a certain amount of confidence in me as well, to have that from the very start. If I hadn’t had that I don’t know if I’d been able to forge the type of relationship I had with Dean. I think the initial mentoring relationships with African Americans were very important. I’d been accustomed to being the only this and the only that, it helped to have other folks who really understood that and to help me into this first foray into higher education. With my primary mentor, it’s almost as if, neither one of

us—it's not that we didn't see each other and who we were, but race almost became a non-issue because I saw him and see him as my friend.

### **Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

I think what we both got out of it was that I was able to help him see race through a different prism and understand it especially in his role in the organization and I was able to do that pretty effectively to be honest with you. I think he was able to help me see that not all white people are jerks. I don't know how else to say it—I didn't have to start there. But never ever having to give up on or modify my own identity.

We spent time together when he visited the area last weekend. He said that it's so hard to leave when he has the opportunity to visit and I agree. It's hard for me when I visit him to leave given the mentor and friend he is to me. And it's all because we have that bond there. He is bound to always telling me the truth, even when I don't want to hear it—he always will tell me the truth in a way that I can hear it.

You know, we've had some honest conversations, but what I think has helped is that I am only kid and he's almost like my brother and there's a trust there. When I came into the organization, he was the one, as a colleague saying, we want to make sure you get to meet everybody and everybody gets to know you—and at that time he was a peer, we were at the same level in the organization. But that was just who he was, he was going to make sure and he has always said do know I am and always be there for you and am only a phone call away. And that's how he was since I first got here. He said if something happens give me a call at home. I said no, that may be 2 or 3 am in the morning. He said, it's ok, my wife's used to it. Give me a call and we can always talk through it.

### **Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself an advocate of formal and/ or informal mentoring programs at your university?*

I am in favor of some type of mentoring aspect, whether formalized or informal interactions that occur naturally. I tried to do that for new people in the profession. So I have a group of young sisters, primarily hall directors that I take out to lunch regularly and we talk about life and work, some dos and don'ts and some things to think about. And they can ask me anything—I'm committed to their success. So I think it important and I try to reach out, because people have given me so much throughout my life. It started early in my hometown (Warrenton, NC) because you were everybody's child there. So I have a young professional male, who calls me his mother and I call him my son, and he's been a my life for a very long time now. And he's now the Associate Vice President and Dean of Students as Alabama A&M. He said he never understood why I

always gave him hell and let the others get away with stuff. I said, maybe I saw something in you that you didn't see in yourself. It's not that I didn't care about the others, but I saw a little light in you. But now, it was up to you to take it and do something with it. He said, if I was just two minutes late, you would get on me. I said two minutes late is late. If someone pays you to do a job that starts at 9 am and you arrive at 9:10 am you are 10 minutes late. I asked him did it hurt you? His children tell me that he is rough on them and I say it's probably because I was rough on him—but he loves you.

### **Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

I would be curious as to what my mentor would have to say. He would likely say something like, she was more of a mentor to me than I was to her—because that's him. I think it could be inform a whole lot of things. I wouldn't mind and I will e-mail his contact information to you.

## **Participant #3**

### **Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

I have been with my current institution for 3 years where I have served in the role of Equity Officer. Prior to coming to my current institution, I served as Director of Equal Opportunity and Diversity at a public university in another state and before that I had the same role at a private university for 15 years. Prior to working at a university, I worked in federal government as a Office of Federal Contract Compliance Programs (OFCCP) employee.

### **Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

I can tell you that I do not have a PhD, but I do see many here that do. It looks like that's the trend of where things are going and here, at my institution, I see a good amount of high level female administrators here and African American female administrators in lead positions too, moreso than at both of my prior institutions.

### **Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

Absolutely, I think that barriers exist, because when you look at these institutions they are still predominantly white males who are the heads of these institutions and who are in the senior positions in the institutions and I think that women are still catching up and I think African American women moreso than white women are really still trying to catch up.

**Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

I think that mentoring could be very helpful and has been very helpful for some. But I think there just haven't been very many mentors in many instances, I know I went for a long time looking for someone that I could get some guidance and direction from and there just wasn't anyone in the organization. Even in cases when there were other women within the organization, who were primarily white women, there wasn't that opportunity there to get mentoring—for me. I can only talk about my own personal experiences. In fact, before I started working in higher education, (and before I started working in higher education I worked in the federal government—for OFCCP) and when I came into higher education it was totally new for me. I had no idea what it meant to be in higher education. It was kind of like baptism by fire. And the Director that I had at that time was the worst supervisor I've ever worked for—at my first higher education institution. My Director was a white woman, fortunately I did not work for her for long as my office was separated for Human Resources and I became the Director for the Equal Opportunity Office. After that the mentoring I received was from white males and then later on I received mentoring from the person who worked in the Provost's Office as the Faculty Diversity Officer. I do think that mentoring can be very helpful. It keeps you from feeling isolated and you have someone that you can go to run things by but all too often it's difficult to find someone who can fulfill that role.

**Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

No, I have people who have helped me along the way, but I've never had a formal mentoring relationship. The closest I can say that I have come to a primary mentor is when I was at my 2<sup>nd</sup> university as a higher education administrator. I reported to the Vice President of Human Resources, this was someone who recruited me and wanted me in the position and so she was closest I have ever come to that. She certainly did provide me with a lot of opportunities and then gave me some challenging assignments. That's the closest I've come to a primary mentoring relationship. I was only at that University for 2 years and she and I are still in contact with one another. Be she is now working in a different type of organization. I am probably doing more mentoring of her that she is of me at this point.

**Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

I would describe the relationship when we had it as being informal. When I was at my 2<sup>nd</sup> university, I was involved in developing a formal mentoring program, but left before it was implemented. We started the initial program, but it was in its infancy. I was serving as a mentor in that program, not being personally mentored.

### **Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

Yes, there were great benefits for me, though some of my colleagues felt that they were being slighted. There were great benefits for me because she trusted me, she trusted my judgment and she trusted my opinions and so she allowed me to do things that I would not have otherwise been able to do. For instance, when our Director of our Women's Center resigned, she made me Interim Director over the Women's Center and then she eventually made me Director over the Women's Center. Had we not had the relationship, I don't know that that would have happened. I was able to interact regularly with the President and the President's Cabinet and the role that I had I wasn't part of the President's Cabinet like I had been at my 1<sup>st</sup> institution. At the first institution, I reported to the Chancellor, but at my 2<sup>nd</sup> institution, I did not, but she allowed me access to the President's Cabinet, to the Faculty Senate meetings, I mean if there was anything regarding EEO her expectation was that I was going to present it directly, not that I was going to give her the information and she present it. So, eventually even though my position had a different structure of reporting than I had at my previous institution, she knew about my past reporting experiences at my former University and basically allowed me to function much like at had before at my former institution—even though in the new structure at the 2<sup>nd</sup> organization, I was technically not at that level in the organization. The relationship was personal and professional.

I don't know quite how I feel about formal mentoring. I've seen them in the case of faculty and sometimes they work well and sometimes they don't work at all. I would certainly not be opposed to a formal mentoring program, but I think the matching of putting someone in a program like that would really take some time and some thoughtfulness on the part of the person who is coordinating the program as well as the participants in the program. But for me informal mentors have helped me tremendously.

### **Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

A combination of mentor initiated and mutually, naturally occurring.

### **Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

Yes, I have engaged in multiple mentoring relationships over time and to some degree I still am. And I'll give you an example, when I was at my 1<sup>st</sup> institution, I felt I had three mentors there. One was the President to whom I reported, I also had a close relationship to the Associate Provost/Faculty Diversity Officer, who then helped me bridge the academic and administrative aspects of the work. I also had a good relationships with one of the Vice Presidents who I could go to for his guidance and bounce things off of him to better understand what his perceptions were about what I was thinking. This Vice President was very, very close to the President. They were both white males. I felt very safe going to each one of these individuals. There were some things that I felt comfortable talking directly to the President about, but there were other things that I wanted to run by these two people, *before* I took it to the President about how I might it and how I might best present it to him and they were very willing to sit down with me and engage me and talk with me about this. In all of my mentoring relationships, I have also mentored them so they have been kind of reciprocal relationships. In coming here, I will tell you, for every position that I've had, I've been recruited for the position and never actually had to apply cold for a position. And in coming to UNC, the person who was the Vice Chancellor for Finance and Administration worked with me at my 1<sup>st</sup> institution, so she talked to me about the position here at UNC, but she has since left and gone to another university. She's not here anymore, but she and I still talk and she helped me when I came here to discover the culture of UNC. So again, the multiple mentoring relationship, she helped me bridge the relationship at UNC and I was still in contact with my colleague, the Vice President from the 2<sup>nd</sup> institution and was able to talk with and run things by her too.

**Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

So I have experienced the multiple kinds of mentoring relationships and used people in different ways. I have a colleague who is now in a higher level position, but for many years she was not but was a professional peer. The relationship started when I was at my 1<sup>st</sup> institution. She is an African American female and I've spent a lot of time talking over various issues and she's provided guidance and direction to me regarding how to approach certain issues. She and I still have a relationship, we have a friendship in addition to the professional relationship. We have a personal and professional relationship and she is an African American female.

**Q.10 Definition of Career Success**

*What is your definition of career success?*

I probably define success different from other people because success is about doing a job with integrity, feeling good about the decisions that I've made and not feeling that I've compromised my value in any way. The kind of roles that we have, everyone will not be happy at the end of the day if you're doing your job right—someone's going to be unhappy. So given that, it's hard to define what success is—given our context. So for me it is knowing that I've done the best that I can, I've used the best tools and resources available to me in coming to a decision that I think is fair and just and at the end of the day if it's something I can live with, I feel I've been successful. And like anyone else, having an appreciation for the work that I do, would be nice, but given the work that I do, it doesn't always happen so again it goes back to if I believe I have done what is fair and have not compromised my values, then I feel that I have been successful.

### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

I believe that mentoring has contributed to my overall success. Having the various people as mentors who I believe have created a support system for me can help me because in the kind of role that I have, the role can be very isolating. It's not like in other jobs where you can go to your boss and say this and that, you can go to your Chancellor and say things. You know it's just not that kind—you have to have someone else you can talk to about the things you are experiencing about the problems you are having and someone to guide you and affirm for you that yes you are making the right decision and going in the right direction and for someone to kind of tell you—when you're so involved in the kind of issues Equity Officers are involved in, it can be hard to see beyond that sometimes and so you need to have others you trust to talk to who know how others are perceiving your office and the role and function that you have, so having people in these mentoring roles will have who'll have a different perspective, but can give you feedback, can provide you with a reality check especially when you are caught up in all the different negative issues that you're involved in. I think it's very beneficial.

### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

Throughout my career, mentoring has helped me (having various people as resources and support systems) given the isolated nature of my role requires engaging other people as allies regarding concerns, questions, problems and roadblocks. You need people you trust as sounding boards to let you know you are being perceived. They provide a reality check.

### **Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

Well, for me, identity development is very important. It's the kind of work that I'm really interested in. In addition to the fact, I'm interested in work that addresses why people behave the way they behave. Identity development is very important to me and it's

something that I studied in my Master's program. I would have love to have had a strong African American female or male to be my mentor, but out of all of those I have spoken of, only one of them has actually an African American—and she is female. The rest of them are white males or females. What has been important to me for the white mentors that I had is that they understood identity development and they understood issues of race and gender and were not afraid to have conversations with me about that. So while they were not in some cases the same race, I still felt comfortable talking with them about issues of race. I think that is very important especially in the kind of work, or maybe even for anyone in a high level administrative position, because you may always have a question in your mind when someone's challenging you—so I think identity is very important.

**Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

I had some very negative experiences with African American men and I don't know why that is but when I was beginning in my career in higher education and I had some run ins with African American men and I just couldn't fathom why we were having these run ins. So I don't have anyone that I can think about that have ever seen who has been in a mentoring role for me who is an African American male. I would have liked for that to have been the case. But that just wasn't my experience. The most certainly are African American men that I admire and respect and that I have good professional relationships with, but I don't see them in the same way that I see those who have been in my career in mentoring roles. I guess the closest thing that I could say is my advisor when I was in my Master's Program and we have continued to maintain some contact throughout the years, she is an African American woman and who has expertise in diversity and identity development. She was with me at a time when I was really beginning to understand identity and identity development and the role that it plays. We maintained a professional relationship beyond me receiving my Master's degree. So I do think having someone as the same race and the same gender would be very beneficial, but there have been fewer of those in my experience in my career.

**Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

Because I wasn't able to fully see the mentoring program through before left my 2<sup>nd</sup> institution, I'm curious to see what it would be like and how successful a formal mentoring program could be. Now I've been involved in a formal mentoring program as a mentor, but that was with high school students. It was a rewarding and successful program, so I do believe that formal mentoring programs can work. In fact, one young lady who I mentored still remains in contact and she's finished high school, college, law

school and is now a prosecutor. So I believe that formal mentoring programs are good and can be successful but I also believe that they must be carefully managed.

I believe we had the basics of a program that could have been successful at my 2<sup>nd</sup> institution, but it all depended upon the participants in the program and how committed they were to it. It could have been effective if it was successfully managed.

### **Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

I think I wouldn't have any problem with doing that. The person who closely fits the definition in my experiences would likely say that she didn't feel like she was mentoring me and that she felt as supported by me as I felt by her. But I believe that she would participate in your study.

## **Participant #4**

### **Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

I have been in my current position since 1997. Prior to this I was the Interim University Affirmative Action Officer and prior to that an Assistant Affirmative Action Officer.

### **Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

In terms of senior administrators I do not see a reflection of the statistics that you cited regarding more African American females with doctoral degrees at my institution.

### **Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

I think perhaps there are barriers, I think many times it comes from lack of exposure, lack of positioning—meaning getting people in the right place at the right time so that their skills and talents can be seen and so that person can be thought of as being appropriate to move into some of these leadership positions. I don't think sometimes that the chances are taken on women to the same degree that the chances are taken on men who might be coming from a similar background with almost exactly what you're looking for "but oh

let's take a chance on John and see how well he grows into the position". You don't get those same chances taken on women, particularly with females of color. You're expecting them to come in already fully formed with lots of experience and ready to walk on water without splashing. I see that as a difference.

### **Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

We had a couple of Vice Provost positions where people were Interim. Instead of doing a search, candidates were allowed to present a paper and if feedback was positive, they'd be allowed to assume the positions permanently without a search. In both cases the candidates were white males and I don't see that happening in the same way for women or women of color at my institution. My Chancellor has since said, we will not go that route again with Interim appointments considering the implications for diversity. We also just had a Dean to depart and the individual who was tapped to serve as Interim, while a minority is a male is not a woman.

One of the barriers at my institution is that there is no person at a high enough place to speak on the behalf of minority female a chance by intervening on your behalf to say oh let's give female X or female Y a chance. I think it makes it very difficult as the rules and the playing field shift.

### **Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

I have, in fact he started out as my boss many Provost's ago about ten years ago, as the Provost of my present institution. He left about 18 months after being here and became President of another institution and from there became a President of another institution. While he was here he was great at providing advice and helping to position me, taking a chance on me and even when he left he was still a primary mentor as I applied for different jobs and would serve as a nominator or a reference saying, "you'd be perfect for that". After people would talk with him they'd ask "Is there any way we cannot hire you given his report of you". Unfortunately, he passed away in 2006 suddenly while vacationing at Hilton Head. So that for me was tragic and I don't currently have a primary mentor, per se, who I talk to.

### **Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

My relationship was an informal one. We don't have at my institution formal mentoring programs for anyone but faculty. And those have varying levels of success. And I think they have an approach where people who are new faculty have a faculty member assigned to them, but people will typically migrate to find a person who can fit their needs and those people really end of serving as the primary mentor for folk.

### **Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

I think there were benefits to the informal mentoring relationship. Sometimes in formal mentoring relationships it's more artificial than real and I think as people gravitate toward each other and the mentor says I'm going to take this person under my wing they seem to have potential and try to steer them and offer them the benefit of my wisdom and experience-- for me that was very beneficial. Whereas trying to identify someone to serve as one's mentor and work out how we are going to get together and keep this going—that can be very tough—that can be difficult.

I saw benefits. When my relationship began to develop with my primary mentor it was the first time that I had someone, particularly who I reported to, who took that kind of interest and laid out the possibilities of where this might go from here. So that was—I liked that because it wouldn't have occurred to me to approach my supervisor and suggest that he be my mentor. And you know, I wonder if I'm from a generation that slightly different from the generation now—you know where you do these professional development things and leadership things and there are talks about finding a mentor. That was not the common parlance by think when I was on faculty at UNC Chapel Hill, you just didn't do that—it just wasn't suggested and you weren't directed to do that like today—when it's commonly suggested that you find a mentor, both formal and informal, find many of them to meet your needs. It may be someone for your personal life, someone for your professional aspect, but find someone who you can trust and who can help mentor you.

### **Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

It was kind of mutually, naturally occurring, though when he came in as Provost, he kind of sought me out. I can remember vividly, back ten years ago, my husband and I were returning from a trip and I came into the office the next day and was informed that the new incoming Provost wanted to meet with me. He came to me and asked me how I would feel about two senior colleagues reporting to me and he was looking at reorganizing and for him he was looking at who produces, who can grasp my vision and help me bring it to fruition. I asked him if I could have a day or so to think about it. It was kind of awkward, particularly, when you had people who would be reporting to you who had titles senior to yours, at least one did, one was an Assistant Provost and the other an Associate Provost, both had been with the organization longer and I was an Assistant Provost at the time, but in his reorganization scheme both would be reporting to me because he saw me as effective and one who was able to deliver quality product. So, that was really shocking for me to think, well OK I'm going to entrust this to Joanne. I've reviewed her stuff and I've talked with her and she can do this. So, he made me think, I can do this, I can do anything. That's really empowering when people have that confidence in you. After that it was kind of mutually occurring. And even in for example,

for our annual reviews we have a written product that we produce in terms of you know he asks us to identify what we've been working on and if we've been successful, so we'd do that and we meet with him and as a follow-up to that he sends a letter and at the end of the letter he indicates if you want to do the Harvard Management Program or other programs, so he has identified things for me that he thinks will help position me and if you do and achieve X, you will get at least a 10% increase next year and etc. And those are the kind of things that he did—so it was a good kind of relationship, so I was devastated when he left, but he kept in touch. In fact each University that he went to he would have his Equity person contact me and he would tell them, “you need to be operating your Equity operation like mine, get in touch with her”. So these women would call me and I talked extensively with one at his first university after leaving, the one from his second university actually came down to visit and shadow me for a day and so that is gratifying that your mentor believes you do that kind of quality work and he's directing others to come down to see how it should be done.

### **Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

Well, I've had that experience to some degree, for example if I talk about mentoring as an historian there's a professor who was a faculty member along with me at my former institution and who, before that was my graduate professor. She taught for a while there and left, but now she has come back to my former institution, not far from me where she is a Senior Historian and has worked with John Hope Franklin. So for anything academic or faculty oriented as a historian, she is my mentor. If it's something professional it's kind of difficult, I sort of have this relationship with the Chancellor, but it's kind of awkward because if I'm talking about something professional with the Chancellor—you know, I know his underlying question is – “so what's going on with the Provost”? You know, why are you interviewing at another institution, what's going on with the Provost? So, I asked the Chancellor to be one of my references and I know when I see him at the next function he going to approach me to find out what's going on—but yes, I've been able to identify folks who been able to be mentors for me in various aspects of my life both personal and professional and I think its important because I think people live some complex lives that it would be impossible to find one person who could tell you about family, about life balance, about work – professionally—what you should be aiming for next. I suppose it could be one person, but if that were the case you would wear them out and when your number came up on the phone they'd say “oh that's so-and-so, I'm not taking that call, she's wearing me out”. So you almost need to have a whole array of whole cadre of mentors—they don't have to necessarily know each other, but mentors you can go to for various things and bounce things off of.

### **Q. 9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

For me I think I have experienced the career instrumental functions. As I said when the new Provost came in ten years ago he gave me greatly expanded duties, fairly high profile duties was very instrumental and not only that but positioning me so that I would sometimes represent him at high profile meetings at GA or at Executive Officers meetings or making sure I was before that group to do presentations or strategically placed presentations and appearances for instance when he first came and gave his first presentation to the Faculty Senate, he pointed me out and announced my role as a point person in his office and for me it was most helpful to be given a responsibility by the Provost and to have that communicated to the University community that this is the person who will be fulfilling an important function so work with her to get things done. For me that was very helpful.

In terms of the psychosocial mentoring piece, I'm actually very much an introvert and for me if I'm going to get psychosocial or emotional support it's not going to come from a stranger or someone who is not like family or related or very close. So for me I have not typically had that kind of mentoring and I have it's come from my husband, a fellow faculty member and administrator who I think is very helpful in making sure I can do what I need to do. But for me the critical thing I think or what may help explain why there are so few particularly black women at these higher levels in administration is because they don't have that kind of mentoring that will give them that responsibility and then help enhance and increase that person's visibility and point that person out as "this is the go-to person who's going to make it happen for you". And I don't think a lot of women get that and without that it's very hard to break those barriers and those little glass ceilings to kind of pop out and be the one whose name comes to mind to be considered for significant executive level opportunities. You know, I just don't think that women get that in the same way as men do.

### **Q.10 Definition of Career Success**

*What is your definition of career success?*

Recognized in and outside of your institution as being good and an expert at what you do. You're amply rewarded for that financially—it's important. And also you're given power and other tools you need to do your job effectively. A mark of that success is that you're good enough such that others want you to come to their institution and guide it and lead it or help bring it to another level in whatever is your particular area of expertise. Has to give you some measure of satisfaction and helps you be true to the things you find important like social justice, equity and those kinds of issues are important for me and feel we (my institution) are making progress on those things. For me, that would be success. It helped me to get me (personally) where I wanted to be at various stages. Are my efforts helping to move the University where it needs to be in terms of compliance,

equity and diversity efforts? And hopefully that answer is “yes”. So those are the kind of measures of whether or not I’m successful.

### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

I think mentoring has contributed to my overall career success and think if there were even more good mentors I would be even more successful. But I think the mentoring I have received has been instrumental in helping me be successful.

### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

For me, I think it’s kind of in the middle of my career and I think I’m still in the middle and I’m going to start winding it down soon. But in the middle, mentoring has been helpful. I think it would have been really helpful to have some really good mentoring in the early career stages because they could have helped to shape and mold career direction more because could have positioned you for different opportunities where the choice would be yours as to whether you want that position nor not and you’d be in a better position to shape your own career and chart your own course, with some good mentoring up front. It’s critical to have mentoring at all stages of your career throughout your life—you just need that, if you’re going to be successful and good at what you do, you’re going to need that.

### **Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

I think, at least, for the one that’s the historical, for the one where I rely on another historian for the historical academic work I do, the race and gender aspects are very important in that relationship because there are so few African American female historians, for me it was an interesting relationship to have with my primary mentor because he’s a white male and if you’re looking for a mentor that looks like you at the institutions like us they may not happen and I think it behooves folks to think broadly about who may be a potential mentor for you and there may be people who might be considered unlikely who are willing and would be good mentors for folks so I think for me, I got far more mentoring when my supervisor was a white male than I got when my supervisor was a black male and I listened to some of my fellow (African American) sisters as they express how they are a bit disappointed about the level of mentoring given by black men once they get into positions of power.

### **Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

Race may have had a beneficial effect to have this—and by the way my white primary male mentor was a historian- so that may have something to with how well we connected. He was constitutional historian and had been appointed by Bill Clinton to review the Kennedy assassination. But we had a lot of things in common on a lot of levels and I think it was helpful and it wasn't questioned that this prominent white guy said I was good and folks felt well if he said she was good then... so for me I think the race and gender, fellow white men are willing to listen to fellow white men—and for me having my mentor's support and endorsement was very important.

#### **Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

Yes.

#### **Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

Yes, but mentor is deceased.

### **Participant #5**

#### **Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

I've been here a little over 8 years serving as Senior Associate Provost. I was Vice Provost at the University of Buffalo in New York and before that was Associate Provost for Finance there as well.

#### **Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

Depends upon how you identify senior administrators, actually I think there are not enough in terms as quantity, almost 5. I have lunch with 5 colleagues who are administrators but there may be a couple more, I'm sure there are a couple more—depending on whether or not you are including academic department chairs. But if you

are just considering administrators at Tier II and above there might be 4 or 5 of us, African American females—not many.

### **Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

I do think that there are barriers, I think we all know that there are barriers.

#### **Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

Mentoring probably could help an awful lot, but you know one of the barriers to mentoring is the fact that everybody is so overworked that getting the time to do mentoring—really has to be a mission and a passion and also you have the age-old problem of competitiveness, (I believe that—OK I'm a very, very, straight talking person and I apologize to you if it just sounds kind of like outrageous to you but) I've been in this business so long that the competitiveness of it prevents a lot of people from mentoring—I guess you call it a sense of self-protection, a lot of people like being the only one and get into positions where people like to protect themselves and act like they are different from you or people like you or people just like them, but they want to be different because they believe it's the reason why they arrived where there are and they are actually being seen as being the same, but if you can psyche yourself out, I guess mentally and think that you are special—and I guess some people might be special—but then you aren't any more special—well I just don't agree with that. I'll just leave it at that. I think there are barriers and some of them are self-inflicted, but I think the idea of having the most qualified person sometimes gets in-- it interferes with them selecting the most qualified person because people think they can't hire people who look like them.

### **Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

OK. That's a very interesting question, because I have been in mentoring programs and I've had people who I talk to but throughout my years in higher education I've had a variety of mentors come in and out of my life--that is depending upon my position wherever I was, I did have someone to talk to, but I, so I guess you can call them mentors for a particular situation. I was a part of the Millenium Leadership Institute that assigned us two professional mentors back in 1998—and that was some time ago and the goal of that program was to keep us in contact with people and again, everybody is kind of about themselves, so the degree to which they could give you a call or say something to you was fine. I've had superficial mentoring relationships, and I had a really good one--I should say the person who nominated me for the MLI institute was a former President of a college New York. I can call her whenever I need to and she has put me in contact with a lot of people. In fact, she had seminars and invited me over with a few other people and would go over some different things that were happening—updates in general on how to handle certain situations—should they come up. So, I can say she was very effective in

her work as far as mentoring goes. That's probably the closest person, the other person I had, was very brief, she passed away, my gosh probably about 18 months after I had a chance to meet her. So there can be effective mentoring and so that was a person—those were females. Most of the other mentors I've had have been people who I call because I trust and so it's kind of remotely mentoring but I call them because I trust them and I have a couple of people like that now, that I can say things to them and they can tell me how to do things and help guide me through things. And I've always had somebody I guess, it's just not ever been the same person, because situations change, people change so it's never always been the same person. So I have a male mentor now, and had number of couple of white males as mentors in the past. As far as advice is concerned, I basically try to get information and get advice from people that I trust professionally and I respect—and who I am clearly not a threat to. I think that is a very important part of getting truly mentorship is that having enough distance between your position and the position of where you're trying to go and the person that's actually providing you with advice.

#### **Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

Yes it was a mentoring relationship. She just stepped down from her Presidency and became the President of the American Association of State College and Universities, ASCU she's been President at Buffalo State College. She is an African American female. The mentoring relationship was a combination. It was a combination, it was formal because it was set up by the Millennium Institute and she happened to be in the same town and was at the same institution I was and was the person who nominated me for the Millennium Institute. And as part of the Millennium Institute's program they paired all participants in the group with College Presidents as mentors. So I call her whenever I need to know anything, I call her just to speak to her and say, "hello" or have called her over the years and asked questions and when I was there formerly she would invite me over to the President's Office at Buffalo State to have lunch, to invite me to things she was a member of—to have dinners to talk about topics to introduce me to the setting in which a lot of the presidential business took place—so there was a private club we'd never be able to get in unless you were a college president and things like that. So, just being able to go to a private dinner and private places where all the big business leaders were and functioned, I learned a lot. She did these activities around topics of importance and exposed me to the ways of dealing with and handling the business of the college presidents.

#### **Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

Well, the doing more part in terms of my actual involvement, I didn't get any more from her with regard to what I was actually doing in my profession, but the knowledge that I gained from her was what was invaluable in terms of just being exposed into those situations. So I would call that formal and very, very valuable. The informal part of it is

essential in order to get to know a person. You see the thing about mentors and mentoring is that you have to have a relationship and a trust and you can't get that all the time in a formal situation. I have people that I consider to be mentors in my own mind and I call and ask that for advice but I do it as a totally professional exchange. That's different because I really don't know them—except I know their work. If you go to dinner at someone's house or you go to a party at someone's house and you get to know them over a glass of wine or tea or whatever it is you're drinking then that's different. Then you get to know them and they get to know you a little bit better.

### **Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

Yes, mine was a formal match that evolved into an informal relationship.

### **Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

Multiple mentoring relationships are essential for success, absolutely.

### **Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

The part regarding assignments and things like that would not be coming from my Millennium mentor. In terms of the most challenging assignments and things of that nature were more always my supervisors, of the Board of Trustees or Board of Governor's type people. And sometimes, I considered those challenging assignments that I received as a test of my ability that pushed me to grow. Some of the things that my graduate advisor told me way back when I did my doctoral work was that you learn most from the people that are critical of you because they always point out what the problem is as they see in it you—and of course, they're always trying to correct it. So I see an essential part of growth regardless of whether you receive it formally from a mentor or I think I receive it more from adversaries, they push me to be better more so than a mentor does. The psychosocial part of it is very important and it can be the type that you get from a friend or a group of friends. I have gone through a whole lot of mentoring cycles and have sometimes been in groups in which we have mentored one another on the same level—peer to peer, colleague-to-colleague, where you just get together every now and then and just go through everybody's problems or just talk about everybody's problems or just have fun—just do whatever it takes. What I have found when we run into areas where we intersect or we actually cross functions we agree to step back into our professional role and since everybody's a professionals that relatively easy to do. Then if

later on, something is said that someone doesn't like—they voice it—you listen and you say OK—that's fine, that's how you feel, and you let it go, so you don't let disagreements or differences as peer to peer destroy the value of what you're sharing by being that outlet for each other. I think that's where more of the support comes from in that regard but I think having a mentor that's removed to help you with the psychosocial aspect of things is extremely important because they are not attached to you in the same way so they can be a little more objective and fair in just asking you questions and making you think and have you analyze something from a more objective perspective—if needed. But all of those roles I think are very important and they don't have to be in the same individual. I think you need a network of people that support you or who are available for you.

### **Q.10 Definition of Career Success**

*What is your definition of career success?*

For me, I define success as simply as wanting to be happy to get up everyday and enjoy the work that I do when I come in. I don't dread getting up and I'm doing something that I enjoy doing and love doing it. To me, that's success. The components of that include—well, I like being in control of my work and what I do—like everybody else. But I also like the challenge of having to meet needs—beyond myself, to help other people achieve their goals. I don't have to be the only voice in the room. For me success is knowing that I'm in the room and I have a voice in the room that's being heard. During my career, one of the things that I used to share with my boss when I was trying to advance my career was that I could not grow by being outside the room. I needed to be in the room. Even if it involved things that I wasn't going to have a say or if they thought no one was going to listen to me, I wanted to be in the room so I could understand the processes by which decision were made. I wanted to be part of the visioning process, if not as a participant, then as an observer. And as I grew stronger in my own knowledge and I had the ability to contribute, then I decided I wasn't going to be in the room if I wasn't going to be heard and have voice. That was important to me and it continues to be important to me to be a part of major decisions, to have a voice in those decisions and some control of my own destiny—what I'm going to do next and how I'm going to do it.

### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

Yes, mentoring has played a role ---it has, because I've learned how to negotiate people and the biggest part of anybody's success is the people stuff. Something I don't really like a whole lot, but that I had to learn. It's learning the different personalities and learning how to work with and manage people. Not in the sense that you're the boss or the supervisor, but to manage people into a positive situation or a win-win outcome. So my mentor, in terms about talking about strategies and how to deal with certain things has pointed out to me the value of using certain strategies. For example, being right is not always the best approach or the best approach or best way to achieve a goal. To get something done, you have to work with people where they are to get your thing done. The ultimate goal and the ultimate success is getting the thing that you want done—done.

And sometimes, many times it's a compromise or collaboration. Very seldom will you do something that will be all your way or no way.

### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

Early, early, early. You cannot start too soon. The most effective mentoring that started for me was within the first 5-6 years that I got out of school. My second boss told me about how you attend meetings, who you make sure you're on time for, who you can show up late for and subtle things. The use of personal values and convictions—the kind of things that no one will ever tell you are the things that he told me and that has been important to my career. So the earlier you learn the office politics, office dynamics or just human relationship lessons the better. I was not a psychology person—so I don't know all these personalities, but I had to learn them other ways.

### **Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

Oh, wow OK. That's been extremely important and it's been important at different times. My supervisors have always been white males, with the exception of the one I have currently—who is a Black female. My mentor was a black female. The primary mentor that I was matched with was a Black female. But a lot of the informal mentoring and coaching I received about how to do things—this and that—within the academy was from white men. I think timing and where you are in the organization and in your career makes a difference. Also, who has power in the organization and who has the ability to tell you the truth.

### **Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

I think race is important because it's a personal identification thing and you get through a lot of stuff with people if you have some kind of affinity and place where you can get (maybe) an immediate connection. There's a sense that you have some of commonality of experiences, but that's not necessarily true. Sometimes you can talk to people and because of having shared experiences there may be commonality. However, socio-economic status can play a role also and ultimately—it comes down to whether or not the person has an interest in you.

I've mentored all types of students, employees and young professionals and it works when I'm interested and if they are interested and if they actually listen. When they ask you something it's ok that they do what they want to do but they should at least give you some respect for your opinion and listen.

### **Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

Yes, I consider myself an advocate. I usually mentor freshman women, used to before it just became too many and then I had them get together and mentor each other because they were working me too hard. So I do agree with mentor and advocate mentoring. I mentor staff now and a few call me their mentor—but I try and help everyone who asks me. I think every mentor relationship—every protégé has different needs and you've got to find out what they need from you and what they want from you and try to find the best way to guide them.

### **Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

Yes, though it may be hard to contact her given her recent job appointment. I will give you the information to contact her.

## **Participant # 6**

### **Q.1 Professional Background**

*What is your professional background, current position title, length of time in current position, length of time at current institution and previous two position titles?*

Currently, I serve as Vice Chancellor for Information Technology at an institution in this system. I've been at current institution for 2.5 years. Formerly, I was Assistant Provost for Technology and then VP of Technology at a prominent mid-Atlantic HBCU. Prior to that I served as Senior Marketing Manager with an international technology corporation. I have been in higher education for 15 years. I transitioned from IT industry into higher education.

### **Q.2 African American Female Senior Executive Administrator Representation**

*Given the research suggesting an increase of the number of doctorally prepared African American females in higher education, what are your perceptions of the African American female senior executive administrator representation at university?*

There are not many at my current institution but there have not been many in my particular field of IT throughout my career.

### **Q.3 Advancement Barriers**

*What are the barriers to increased African American female senior executive administrator representation at your university?*

IT is a male dominated profession.

**Q.3a Mentoring As Tool to Address Barriers**

*Can mentoring assist in addressing these barriers in your opinion?*

I imagine in can for some. I transitioned from the corporate sector where the IT profession is male dominated into higher education where the IT profession is male dominated.

**Q.4 Primary Mentor Experience**

*Do you or have you had a primary mentor?*

I haven't had a primary mentor, per se.

**Q.5 Primary Mentor or Other Mentoring Formal or Informal**

*Was the primary mentoring or other mentoring relationship you experienced considered formal or informal?*

A variety of individuals have both formally and informally provided her with mentor-like functions.

**Q.6 Greater Benefits from Informal vs. Formal Mentoring**

*Do you perceive that greater mentoring benefits result from informal vs. formal mentoring relationships?*

I believe that informal mentoring does provide more benefits and advantages, particularly as it relates to opportunities for advancement.

**Q.7 Mentor Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

Most of my mentoring experiences have been mutually-naturally occurring. A few were mentor initiated.

**Q.8 Involvement In and Benefit of Multiple Mentoring Relationships**

*Are you currently or have you ever been involved in multiple mentoring relationships or mentoring constellations?*

I believe having a variety of mentors is very advantageous. A person should not rely on just one source for mentoring as mentoring needs change over time.

**Q.9 Career and Psychosocial Mentoring and Which Category More Important**

*Have you experienced career-instrumental and/or psychosocial-socio-emotional mentoring functions in your mentoring relationship and which of the two mentoring function categories is more important?*

Life is a continuum and at certain points you need particular types of help. Life balance is critical at certain points in your life. You need different people whose opinions you value. Who I need depends upon where I am at a particular time in my living. That reality varies. My personal and professional needs determine what type of mentoring I need at any given time and who the best person is to provide the needed mentoring. It is somewhat of a self-guided process for me.

#### **Q.10 Definition of Career Success**

*What is your definition of career success?*

You must know where you want to go first, then talk through the “how to get there” with someone whose opinion you respect.

#### **Q.11 Role of Mentoring in Career Success**

*What has been the role of mentoring in your overall career success?*

I experienced formal mentoring at a point in my career when I suspected what I wanted to do but needed affirmation. Informal mentoring was advantageous for me in helping to identify areas that could impact my professional growth. My mentors would recommend professional development programs that were important for further developing me professionally given where I was at the time.

You must know where you want to go first, then talk through the “how to get there” with someone whose opinion you respect. Mentoring for me was much more helpful than not.

#### **Q.12 Career Stage when Mentoring has Greatest Impact**

*At what career stage has/does mentoring have the most significant impact?*

I experienced formal mentoring at a point in my career when I suspected what I wanted to do but needed affirmation. Informal mentoring was advantageous for me in helping to identify areas that could impact my professional growth. My mentors would recommend professional development programs that were important for further developing me professionally given where I was at the time.

You must know where you want to go first, then talk through the “how to get there” with someone whose opinion you respect. Mentoring for me was much more helpful than not.

#### **Q.13 Race, Gender and Identity Relevance in Mentoring**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

I've had both white and black mentors. Am able to compartmentalize well, so I got what I needed from the source able to provide it. I did not have expectations that did not match mentor abilities.

**Q.13a Race, Gender and Identity Enriching or Hindrance in Mentoring Relationship**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

When it come to race, I know that the sword cuts both ways—there can be advantages and disadvantages to same race and gender mentoring relationships. Just because an individual is of the same race and gender does not mean they will give you the best professional advice. To the contrary, I have received conflicted information from African American females who have not necessarily been helpful in all cases. Higher education was not my first industry. My mentor circle is personally very small consisting of people whose opinions and advice I value. My most valued mentors have been men and I have found them to be very open to sharing their experiences and lessons learned. I have not experienced the same with African American women or women in general. I have experienced very few female mentors. I have predominantly been mentored by Black men. My field, Information Technology in the corporate sector is dominated by mostly white men.

**Q.14 Advocate for Formal or Informal Mentoring in Current Organization**

*Do you consider yourself and advocate of formal and/ or informal mentoring programs at your university?*

I believe that perhaps more so than mentoring, networking helps open doors but at the end of the day you must perform with competency. The most important thing to remember is performance matters.

**Q.15 Willing to Share Primary Mentor Contact Information for Interview**

*Are you willing to allow me to contact your primary mentor for an interview?*

I'll have to think about that one. (Did not provide me with the information.)

**Primary Mentor to Participant #2**

**Q.1 Mentoring Relationship and Success of Protégé**

*Has your mentoring relationship with your protégé contributed to your protégés overall career success?*

Oh absolutely, and I think it goes beyond the—I mean it's not that you mean it that way but its the way it's often framed it's like mentoring is something that happened—and then it's something you gave to somebody and then they walked away , but I would argue that the best mentoring is when a relationship is established and is maintained throughout the rest of someone's career and she and I if a month goes by that we haven't talked that's unusual but it's usually more often. That's even though we haven't worked together for a long time.

## **Q.2 Mentoring Category Provided More Frequently by Mentor to Protégé**

*Considering the two mentoring function categories and the definitions for each, which mentoring category did you provide more frequently?*

Undoubtedly a mix—but more of the psycho-social.

## **Q.3 Mentoring Category Provided Most Effectively by Mentor to Protégé**

*Which mentoring function category did you provide more effectively?*

Mostly the latter, the psychosocial, because that I'm able to maintain, even though we are thousands of miles apart and at two very different institutions, whereas the first one to do it (career-instrumental) rather effectively, would somewhat require more proximity to the person.

## **Q.4 Informal or Formal Mentoring Relationships**

*Considering the definitions of informal and formal mentoring types how would you categorize your mentoring relationship with your protégé?*

Oh, independent of the organization. It was on a very personal basis.

## **Q.5 Did the Nature/Type of Mentoring Relationship Effect Your Ability To Assist**

*Did you perceive that the nature of your mentoring relationship allowed you to more effectively be helpful to your protégé?*

Absolutely, because the informal nature of the mentoring relationship allowed us to get into far more delicate topics--on a personal level than a purely professional level. Oh boy, it's almost an endless list of – it's hard to cite just one thing but our relationship well, it certainly started and continues to be professional , but we are able to talk with a level of intimacy that it would be unlikely to do if it was a structured—defined role and along purely professional lines.

## **Q.6 Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

I think, mutually naturally occurring, there certainly was never a day when one of us said to the other one “want to have mentoring relationship”? It was something that matured from the point when I was part of the team that interviewed her for the position that she's in--well not in now--because since she assumed that position it has grown, but the position that initially brought her to the institution –since that time, I think we just kind of made a kind of personal connection ironically from that interview that left the door open and I have become someone she'll used as a sounding board for the rest of her career.

## **Q.7 Relationship Initiation and Impact on Mentoring Benefits**

*Did the type of relationship initiation impact the mentoring benefits?*

I think we just kind of made a kind of personal connection ironically from that interview that left the door open and I have become someone she'll use as a sounding board for the rest of her career.

### **Q.8 Race, Gender and Identity Relevance**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

Well, you know it probably was, in the sense that she was surprised, and she's worked in majority white institutions all of her career, so I don't want to make it sound like this is someone who's not very accomplished from a bicultural aspect, but I think she was probably somewhat surprised at the interest and openness I had to having that sort of relationship and how much I cared about her well being, and I don't think I was unique in that sense, but on the other hand, I think she even to this day continues to be surprised at how much I care about how she's doing.

### **Q.9 Race, Gender and Identity Enriching or Hindrance**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

I think it did add value and ironically, in the sense that it wasn't natural for me to have that kind of mentoring relationship with her and I think that had a symbolic value to her that it stepping outside of what might normally be expected or what she might normally have experienced in her career—so it made it more notable. In a sense, on one hand race and gender aspects—our differences didn't cause the relationship, but they made the relationship in a sense stronger because of that.

### **Q.10 Did Your Mentoring Impact Upward Mobility and Success of Protégé**

*Were there achievements and successes in the upward mobility of your protégé to which you in some way attribute the effectiveness of your mentoring relationship? Did you witness your protégé advance in the organization?*

Oh absolutely, there are a lot of challenging situations that she's faced, but that we've talked through and she has successfully negotiated them as a result and I think that's had a substantial impact on her advancement. Now I don't want to say it's why she advanced—she found a way to work through challenging situations.

### **Q.11 Elements of Effectiveness in Mentoring Relationships for Mentors**

*What in your opinion are the elements of effectiveness in mentoring relationships and how can a primary mentor be most effective to his/protégé?*

In my experience and observations, sincerity is that key element, I've rarely have ever seen assigned mentor/protégé relationships work whether it's a job responsibility or a part

of a structured program to connect people, I think that sincerity and the naturally occurring relationship ends up having a much stronger bond and much stronger impact for both parties and I don't know of anyone who has a mentoring relationship who wouldn't say that they get as much as they give.

### **Primary Mentor to Participant #3**

#### **Q.1 Mentoring Relationship and Success of Protégé**

*Has Your Mentoring Relationship with Your Protégé Contributed to Your Protégés Overall Career Success?*

Oh that's so hard because I know you've asked it in a way that I have to say yes. You didn't say it was the reason though—you did say contributed—right? Well, yes I would say it contributed.

#### **Q.2 Mentoring Category Provided More Frequently by Mentor to Protégé**

*Considering the two mentoring function categories and the definitions for each, which mentoring category did you provide more frequently?*

My protégé was specifically career-instrumental.

#### **Q.3 Mentoring Category Provided Most Effectively by Mentor to Protégé**

*Which mentoring function category did you provide more effectively?*

Yes, I believe I provided career functions effectively.

#### **Q.4 Informal or Formal Mentoring Relationships**

*Considering the definitions of informal and formal mentoring types how would you categorize your mentoring relationship with your protégé?*

It was informal because the agreement around the mentoring relationship was informal. Because of our reporting relationship, with her reporting directly to me, I could use my formal role in the organization to open opportunities for her. But the agreement and understanding was informal. It was not an organizational plan.

#### **Q.5 Did the Nature/Type of Mentoring Relationship Effect Your Ability To Assist**

*Did you perceive that the nature of your mentoring relationship allowed you to more effectively be helpful to your protégé?*

Yes, because the informality of the relationship gave me permission to maybe step beyond what the normal mentoring relationship would have been. It gave me permission to seek feedback from her on things I felt I could benefit from and therefore broaden my horizon and in doing so that created a level of trust and a much more open dialogue.

### **Q.6 Relationship Initiation**

*Was your mentoring relationship mentor initiated, protégé initiated or mutually, naturally occurring in nature?*

Mutually, naturally occurring.

### **Q.7 Relationship Initiation and Impact on Mentoring Benefits**

*Did the type of relationship initiation impact the mentoring benefits?*

Probably only in the sense that because it existed she left a situation and joined our organization and so the relationships just furthered itself. She may not have left her former organization if she didn't already have a relationship with me. Otherwise I guess I can't say that I know that it would have been any different if either one of us had sought it out. But I do know it was the basis of the two of us coming together closer so to that extent you may want to determine that. But I can't predict that.

### **Q.8 Race, Gender and Identity Relevance**

*Have race, gender and/or identity been a relevant factor in your mentoring experiences?*

I'd say they were both a factor in our relationship.

### **Q.9 Race, Gender and Identity Enriching or Hindrance**

*Have race, gender and/or identity enriched or hindered your mentoring relationship?*

Yes, in our ability to discuss issues it helped us sometimes when we came from a similar perspective and even more so when we came from a different perspective, particularly when we could share how other people, other races or how other genders may be approaching something we were discussing. We would open it up between ourselves and we would actually seek the opinion --and say do we think this is different because --we would actually seek the opinion because there was the difference. And it allowed us to measure in other situations, whether or not it was a factor in other situations. But it sort of neutralized some of the criteria we would analyze.

### **Q.10 Did Your Mentoring Impact Upward Mobility and Success of Protégé**

*Were there achievement and successes in the upward mobility of your protégé to which you in some way attribute the effectiveness of your mentoring relationship? Did you witness your protégé advance in the organization?*

No, I didn't see her advance in our organization but the position she now has I see as a direct result of her stepping beyond her original role and growing with me. She's very talented to begin with and this is so hard because I don't feel that any credit should be taken here. But I do think she has said that there were things she has done that she

wouldn't have done and I believe I have to accept that as her opinion is what should matter.

### **Q.11 Elements of Effectiveness in Mentoring Relationships for Mentors**

*What in your opinion are the elements of effectiveness in mentoring relationships and how can a primary mentor be most effective to his/protégé?*

I think that the primary mentor put their opinions aside and look at what the protégé is seeking and then look at how the protégé can move the protégés base—whether it's informal, influential, formal and I think it's got to be from the protégés perspective. It's got to be a lot of open exchange and conversation. I think there's got to be a lot of communication, definitely a questioning style to avoid inserting opinion—just ask questions. I think that it has to have a commitment of time. I don't think it can be event based or episodic as in you go to seek out a mentor before certain events, but it has to be an understanding that it's a mutual support system going on here. And so it has to be a dialog and experiences that can transcend any specific event. I also think that the mentor should take some time seeing the whole person and you had asked me was our relationship career, even though it was career one, it was the whole person that showed me what talent was lying there, what she was doing in non-profit roles, what she was doing in the community organizations, what her own family situation was, I mean, it's the whole person, but I think you have to see all of their strengths and not just their career.

The only thoughts I would want to say, to the question of whether there is reciprocity – does the mentor grow too? I would definitely say that it is a factor. Because you're just based on race—can I say that it's because of race--Yes, I think I can say that. I would seek out and she would willingly share perspectives. And so I do think that there was a mutual advantage that was built on understanding racial issues better. I can't honestly say that it helped me understand gender issues—cause things happen and we still can't believe that human beings do the things they do--but I do think the reciprocity in the relationship was very beneficial to me.

APPENDIX G: FIGURE 1: SAMPLE DEFINITIONS OF MENTORING  
OFFERED BY RESEARCHERS AND RESPONDENTS

Date	Authors	Definition of Mentor Provided
1988, 1989	Fagenson	"Someone in a position of power who looks out for you or gives you advice, brings your accomplishments to the attention of other people who have power in the company.
1989	Hill et al.	Administered a 10-page questionnaire asking about behaviors
1989	Swerdlik & Bardon	"Mentoring exists when professional persons act as resources, sponsors, and transitional figures for another person entering the professional world. Mentors provide less experienced persons (mentees) with knowledge, advice, challenge and support in their pursuit of becoming full members of a particular segment of life...professional world and represent skill, knowledge, and success that the new professionals hope someday to acquire..."
1990	Ragins & McFarlin	"A high-ranking, influential member of your organization who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career." Also administered scale about 11 types of support.
1990	Thomas	"Someone who 'took an active interest in and concerted action to advance' your career." Also administered scale about 11 types of support.
1991	Gaskill	"A more experienced, higher ranking individual who aided with your professional development and career advancement beyond normal supervisory guidance."
1991	Goh	Administered an 11-item scale with items such as "My boss makes an effort to groom me for promotions."
1991	Kalbfleisch & Davies	"Member of the profession or organization who shares values, provides emotional support, career counseling, information and advice, professional and organizational sponsorship, and facilities access to key organizational and professional networks."
1991	Ragins & Cotton	"A high-ranking, influential member of your organization who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career."
1991	Whitely et al	Administered 10- item scale of psychosocial or instrumental functions.
1992	Chao et al.	"Mentorship is defined as an intense work relationship between senior (mentor) and junior (protégé) organizational members. The mentor has experience and power in the organization and personally advises, counsels, coaches and promotes the career development of the protégé. Promotion of protégé's career may occur through mentor's influence and power over other organizational members." Also administered scale with 14 psychosocial items and 7 career function items.
1993	Burke et al.	"Consider all the people younger than yourself whose careers you have influenced in a positive way over the last few years...Choose one individual with whom you have shared an especially close relationship and whose career you have influenced the most..." Administered a scale with six psychosocial items and six career function questions.
1993	Maack & Passet	"Someone senior to you in the field who actively works for your advancement. A mentor can also be a role model."
1994	Atkinson et al.	"A mentor can be defined as a trusted and experienced supervisor or advisor who by mutual consent takes an active interest in the development and education of a younger and less experienced individual. A mentor differs from a traditional supervisor or advisor in that a mentor proactively seeks to enhance the development and education of a protégé while a traditional supervisor or advisor only promotes the development and education of a supervisee to the extent demanded by their position."
1994	Corzine et al.	"A higher level manager who has encouraged you and guided your career"
1995	Klaw & Rhodes	"Other than your parents or whoever raised you, do you have a role model or mentor who you go to for support and guidance? A mentor is not someone around your age or a boyfriend. He or she is an adult who is older than you, who has more experience than you, and who has taken a special interest in you"
1996	Dreher & Cox	"An individual who holds a position senior to yours who takes an active interest in developing your career...The standard subordinate/supervisor relationship is not a mentoring relationship"
1996	Tepper et al.	Administered 16-item questionnaire.

Murrell, A. J., Crosby, F. J., & Ely, R. J. (1999). *Mentoring dilemmas, developmental relationships within multicultural organizations.*

APPENDIX H: FIGURE 2: CHARACTERISTICS OF INFORMAL  
AND FORMAL MENTORING RELATIONSHIPS

INFORMAL	FORMAL
<ul style="list-style-type: none"><li>• Relationship may last for an extended period of time</li><li>• Spontaneously, mutually and/or naturally formed</li><li>• Voluntary, based on mutual professional admiration, professional identity and respect</li><li>• No formal monitoring</li><li>• Informal, two-way communication</li><li>• Hierarchical status but less formal</li><li>• More personal connection, interpersonal interaction and intimacy</li><li>• Reciprocal benefit</li></ul>	<ul style="list-style-type: none"><li>• Predetermined length of time in relationship</li><li>• Planned and coordinated by organization</li><li>• Little to no involvement in mentor or protege selection</li><li>• Monitored for expectation and goal attainment</li><li>• Mostly one-way communication from mentor to protege</li><li>• Formality in hierarchical status</li><li>• Not as connected, can be impersonal</li><li>• Sometimes considered non-reciprocal</li></ul>

Clark, M. (2004). *Reconceptualizing Mentoring: Reflections by an early career researcher*. Issues In Education Research.

## APPENDIX I: FIGURE 3: TYPES OF MENTORING FUNCTIONS



Kram, K. E. (1985). *Mentoring at work, developmental relationships in organizational life*.

\* Career Functions are those aspects of the relationship that enhance career advancement.

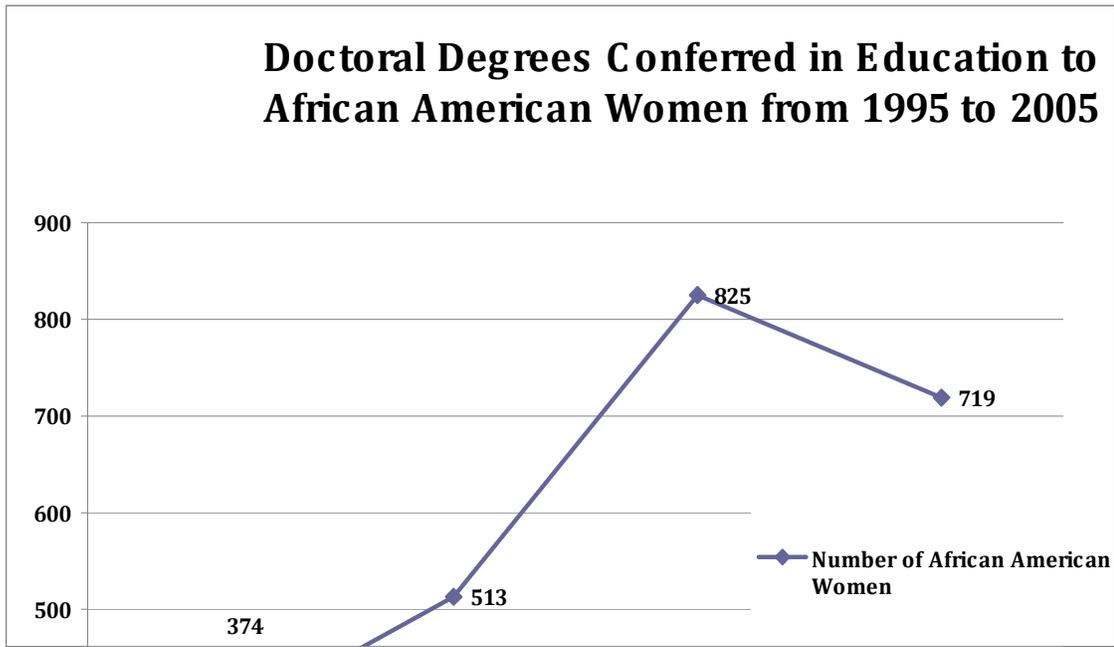
\*\* Psychosocial Functions are those aspects of the relationship that enhance sense of competence, identity and effectiveness in a professional role.

APPENDIX J: FIGURE 4: PHASES IN A MENTORING RELATIONSHIP

Phase	Definition	Turning Points*
Initiation	A period of six months to a year when the relationship begins and becomes important to both managers.	<p>Fantasies become concrete expectations.</p> <p>Expectations are met; senior manager provides coaching, challenging work, visibility; junior manager provides technical assistance, respect, and desire to be coached.</p> <p>There are opportunities for interaction around work tasks.</p>
Cultivation	A period of two to five years when the maximum range of career and psychosocial functions are provided.	Both individuals continue to benefit from the relationship. Opportunities for meaningful and more frequent interaction increase. Emotional bond deepens and intimacy increases.
Separation	A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.	<p>Junior manager no longer wants guidance, but rather the opportunity to work more autonomously.</p> <p>Senior manager faces midlife crisis and is less available to provide mentoring functions.</p> <p>Job rotation or promotion limits opportunities for continued interaction; career and psychosocial functions can no longer be provided.</p> <p>Blocked opportunity creates resentment and hostility that disrupt positive interaction.</p>
Redefinition	An indefinite period after the separation phase when the relationship ends or takes on significantly different characteristics, making it a more peerlike friendship.	Stresses of separation diminish, and new relationships are formed. The mentor relationship is no longer needed in its previous form. Resentment and anger diminish; gratitude and appreciation increase. Peer status is achieved.

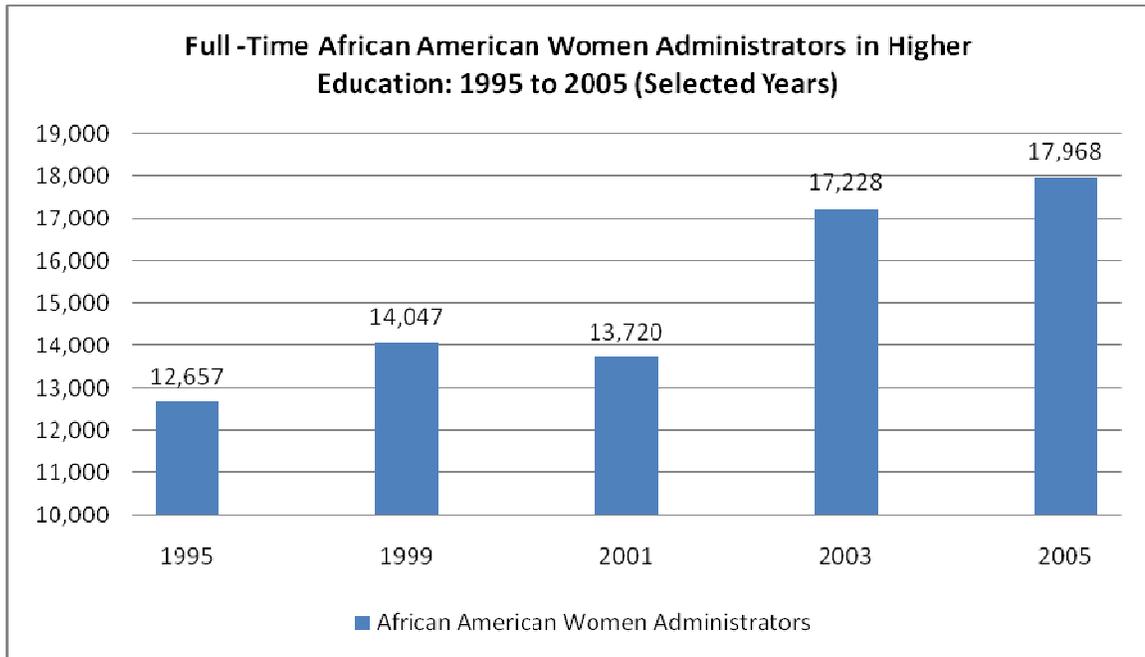
Kram, K. E. (1985). *Mentoring at work, developmental relationships in organizational life.*

APPENDIX K: TABLE 1: REFLECTING AFRICAN AMERICAN FEMALE  
DOCTORAL DEGREE EARNERS, 1995-2005



Ryu, M. (2008). *Minorities in higher education status report* (23<sup>rd</sup> ed.). American Council on Education, Washington, DC.

APPENDIX L: TABLE 2: REFLECTING AFRICAN AMERICAN FEMALE ADMINISTRATOR PRESENCE IN HIGHER EDUCATION, 1995-2005



Ryu, M. (2008). *Minorities in higher education status report* (23<sup>rd</sup> ed.). American Council on Education, Washington, DC.