2016

Exploring Mentoring and Career Advancement: A Community College Case Study

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This is to certify that the doctoral dissertation by

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Walden University
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Abstract

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MBA, North Carolina Central University, 2004

BS, North Carolina Wesleyan College, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

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August 2016

Abstract

Senior administrators' retirement rates between 2012 and 2022 will create a shortage of community college leaders. The purpose of this qualitative exploratory case study was to explore how the mentoring programs at community colleges may contribute to the career advancement of potential academic leaders for senior leadership positions. Kram's mentor role theory grounded the study. Data collection included semistructured face-to-face interviews with a purposeful sample of 3 academic, senior administrative leaders from 3 North Carolina community colleges who have participated in leadership mentoring programs, a review of organizational documents, and a review of the literature. Using Yin's 5 step analytic strategy approach, the 9 themes that emerged were leadership development programs, formal mentoring, internal mentoring program configurations, mentoring challenges, succession planning, importance of mentoring in community colleges, informal mentoring, professional development program, and benefits of mentoring. The results from this qualitative study might increase social change efforts focused on developing potential academic leaders for senior leadership positions by contributing insights, strategies, and new knowledge about the benefits of mentoring programs and succession planning. Having trained community college leaders might increase student enrollment and graduation rates.

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Dedication

I dedicate this doctoral study to my husband, Samuel, son, Sammie, and daughter, Samera. I know my educational accomplishments would not have been possible without you all holding down the home front by taking on extra responsibilities to allow me to stay focused from the beginning to the end of this journey. I also dedicate this work to my mother, Anita, sister, Arnika, mother-in-law, Bertha, best friends Marva, Aretha, and Sheri, and in loving memory of my father, Andrew. I appreciate all of your love, patience, support, and prays throughout my academic journey.

Acknowledgments

I would like to acknowledge and thank my committee members, chair, Dr. Patricia Fusch, second committee member, Dr. Stephanie Hoon, and university research reviewer, Dr. Richard Schuttler for your guidance, support, patience, and quick feedback throughout my doctoral study process. I appreciate your dedication and hard work. You have assisted me in finding my scholarly voice and completing this doctoral journey with no stress and in a timely fashion. I would also like to thank all of the participants of my study for your cooperation, interviews, and time. Additionally, I would like to thank all of my family, friends, and coworkers who were encouraging and supportive by giving me advice and a shoulder to lean on when I needed a listening ear and an extra push to stay positive and motivated until completion. Thank you all from the bottom of my heart.

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Chapter 1: Introduction to the Study

Background of the Study

Mentoring is emerging as one of the most popular strategies for leadership development due to its cost-effectiveness and strategic effectiveness (Corner, 2014) and organizational leaders can use mentoring relationships to develop individuals for career advancement (Kelch-Oliver et al., 2013; Lloyd-Jones, 2014; Washington, 2011). New community college mid-level administrative leaders need development due to the pending retirement of current presidents (Eddy, 2013). University leaders are focused on identifying the skills needed for the 21st-century community college leadership and designing programs to teach the necessary skills due to the predicted turnover and insufficient numbers of available leaders (American Association of Community Colleges [AACC], 2013; Sullivan & Palmer, 2014).

Senior faculty members identified that mentoring is needed to assist them with advancement to academic administration positions (Law et al., 2014). Senior administrators creating an internal professional development program can have advantages in addressing current managerial and leadership development skills (Sirkis, 2011). University leaders are creating and supporting formal mentoring programs along with continuously recruiting new academics to fill vacancies (Ismail, Ali, & Arokiasamy, 2012). This qualitative research study was developed to gain a better understanding of how mentoring programs at community colleges might contribute to the career advancement of potential academic leaders in administrative leadership positions.

Problem Statement

Fifty-eight percent of college presidents were over the age of 60 in 2011 (ACE, 2012a). It is estimated that between 2012 and 2022, this Baby Boomer generation of presidents and managers will be retiring in large numbers and creating a shortage at community colleges in the United States (McNair, 2014). The Baby Boomer generation are individuals born between 1946 and 1964.

Postsecondary education administrators' employment is projected to grow 15 % between the years 2015 and 2022 (Bureau of Labor Statistics, 2015). Early 21st-century college and board leaders must look critically at potential academic leaders and develop leadership programs to make sure future leaders are available to fill these upcoming positions (Strom, Sanchez, & Downey-Schilling, 2011). There is great concern from community college leadership that there are not enough qualified leaders to fill all of the resulting vacancies (Strom et al., 2011). College leaders and board members are struggling to determine the best methods to address the growing need for the next generation of community college leaders (Strom et al., 2011).

New and emerging leaders must have the right skills to develop actionable responses to the complex issues that their community colleges need to address to provide employers with skilled individuals (AACC, 2013). Community college leadership needs to have in place deliberate preparation programs to produce leaders with the competencies in risk taking and change management to address shifts to achieve high and improving student success rates (AACC, 2013).

The general problem is additional research is needed about the relationship between mentoring and career advancement for community college senior leadership (Bozionelos, Bozionelos, Kostopoulos, & Polychroniou, 2011). Lack of information on mentoring and career advancement creates a gap in research on how community college leaders can effectively incorporate mentoring programs or make improvements in current mentoring programs for potential leaders. Formal and informal mentors help participants prepare for senior leadership positions at community colleges including the presidency (McNair, 2014). The specific problem explored was how mentoring programs at community colleges may contribute to the career advancement of potential academic leaders for administrative leadership positions.

Purpose of the Study

The purpose of this qualitative exploratory single case study was to explore how mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions. The population for this qualitative study included three academic, administrative leaders who participated in community college leadership mentoring programs in North Carolina and shared their perspectives and experiences. I also reviewed organization documents to explore other mentoring program information to demonstrate methodological triangulation of the data.

The implications for positive social change include the potential to impact community colleges by contributing new knowledge for use by senior administration looking to promote qualified leaders into the positions of associate deans, vice presidents,

and chief information officers by incorporating mentoring programs. Poor leadership in community colleges due to the lack of training could result in low student enrollment and student graduation rates, students not trained to work in higher paying positions, and economy issues.

Research Questions

The central research question that guided this qualitative study was as follows: How might mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions?

Interview Questions

1. What type of mentoring program does your organization have available for potential associate deans, vice presidents, and chief information officers?

2. What was the configuration of your mentoring program?

3. What are the strengths of your mentoring program?

4. What areas of your mentoring program need improvement?

5. How would you define the successful achievement of mentoring objectives?

6. How could your community college further assist you in coordinating the mentoring program?

7. What other information would you like to provide that I have not addressed?

Theoretical Foundation

The theoretical foundation for this qualitative study was Kram's (1985) mentor role theory. Kram (1983) conducted an original study of mentor relationships between

junior and senior managers in a corporate setting. The program of research transitioned into better understanding the relationships between junior and senior colleagues who provide mentoring functions in work settings (Kram, 1985). The primary research purpose of Kram (1985) was to present a realistic view of mentoring as it relates to the potential benefits and limitations, and the different forms of developmental relationships that existed in organizations.

Other researchers identified ranges of mentoring functions or mentoring roles based on relationships between junior and senior managers, as stated by Kram. Among those studies, career functions and psychosocial functions converged (Kram, 1985). Mentoring has evolved from the original works of Kram (Ragins & Kram, 2007) and has expanded to peer mentoring, cross-gender mentoring, cross-cultural mentoring, mentoring circles, and e-mentoring (Ragins & Kram, 2007). In addition, mentoring has evolved beyond simple group relationships to developmental relationships (Ragins & Kram, 2007). Globalization, more diverse workforces, tall hierarchies that have become flattened, organizations that are now team-based focused, advanced technologies, and rapid change have all evolved as environmental conditions of mentoring at work (Ragins & Kram, 2007).

Furthermore, Kram's (1985) mentor role theory provided the framework for understanding the mentoring career functions and psychosocial functions as they relate to mentoring relationships, protégé development, and career advancements within an academic setting. Career support from mentors assists protégés in learning the skills

needed for career advancement (Kram, 1985; Wu, Turban, & Cheung, 2012). Career functions consist of sponsorship, exposure and visibility, coaching, protection, and challenging assignments (Kram, 1985; Wu et al., 2012). Psychosocial support from mentors includes the functions of role modeling, acceptance and confirmation, counseling, and friendship (Kram, 1985; Wu et al., 2012).

The nature of Kram's theory guided the constructs of interest in the study. Those constructs served as a basis to obtain information and to design interview questions used to explore mentoring programs of potential academic leaders aspiring career advancement to administrative leadership positions at community colleges. This qualitative study assisted in determining whether mentoring was effective and ways that it affects the mentoring phases of initiation, cultivation, separation, and redefinition in preparing potential academic leaders for career advancement into upcoming associate dean, vice president, and chief information officer positions at community colleges.

Nature of the Study

Qualitative case studies are a standard research method in business and education, and researchers use this method in many situations to contribute to the knowledge of individuals, organizations, and related phenomena (Yin, 2014). The qualitative case study design is the study of the particularities and complexities of a single, bounded case to facilitate the understanding of phenomena within certain circumstances (Stake, 1995; Thompson, Cooper, & Ebbers, 2012). Case study designs are appropriate in research because the researcher can use group observation to determine how and why a situation

exists and to investigate a contemporary phenomenon in its real world context (Yin, 2014). Researchers use direct observations of events as well as interviews of the people involved in the events in case study design (Rossetto, 2014; Yin, 2014). Research questions in qualitative studies typically orient to cases or phenomena in the search for patterns of unanticipated and expected relationships (Stake, 1995).

A primary focus of this study was to explore how mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions, thus making a qualitative case study method appropriate for this study. Three academic administrative leaders who took part in community college leadership mentoring programs in North Carolina participated in semistructured, face-to-face interviews to share their perspectives and experiences. The sample for this qualitative study included three participants working in the positions of associate dean, vice president, and a chief information officer who attended a mentoring leadership program. Qualitative studies are unique in that all relevant participants are interviewed rather than a specified number (Ando, Cousins, & Young, 2014; Bernard, 2013; Fusch & Fusch, 2015; Fusch & Ness, 2015) or through large samples sizes as in quantitative research (Burmeister & Aitken, 2012).

I also reviewed organization documents and organization websites to explore other mentoring program information to demonstrate methodological triangulation of the data. I was able to utilize the information obtained from the interviews and the organization's documents to gain a deeper analysis of the structure of the mentoring

leadership programs that assisted with career advancement of the participants. However, transferability was always left up to the reader to decide (Marshall & Rossman, 2015; Porte, 2013). I analyzed and color-coded the data collected in NVivo Plus by looking for patterns, themes, and meanings to extract from the case study.

In quantitative methods, the researcher uses the research question to determine relationships between variables (Stake, 1995). I did not use a quantitative method because I did not need to use my research question to determine a relationship between variables. I did not test a theory or hypothesis in this qualitative study nor collect numerical data for inferential statistical testing as indicated by Hoare and Hoe (2013). I considered utilizing the following qualitative designs for this research study: ethnography, grounded theory, and phenomenology.

Ethnographic research was inappropriate because I did not conduct a cultural observation of a group as discussed by Kemparapj and Chavan (2013). I did not produce a theory that explains the mentoring process, so grounded theory research was not an appropriate method. Last, phenomenology research requires the researcher to sample a large number of participants to make sense of their lived experiences (Petty, Thomson, & Stew, 2012; Wilson & Washington, 2007), and this was not the intent of this qualitative study; therefore, I did not use the phenomenological approach.

Definition of Terms

The following terms or acronyms are used throughout this qualitative study:

Formal mentoring: Formal mentoring is a planned, often institutionally supported or mandated relationship that involves assigning a protégé to a mentor (Law et al., 2014). It is a structured arrangement that involves the institutions giving mentors outlines with specific topics to address with the protégé; the process takes place during formally scheduled time slots and has an evaluation process (Law et al., 2014).

Informal mentoring: Informal mentoring is a serendipitous occurrence when two individuals are drawn together by mutual interests and appeal, that results in a spontaneous or accidental mentoring relationship that develops over time (Law et al., 2014).

Mentor: A mentor is a person who conveys knowledge about organizational routines and systems to current employees or conveys institutional knowledge to new employees (Reinstein, Sinason, & Fogarty, 2013); individuals who help form protégé aspirations and identify specific career opportunities (Reinstein et al., 2013).

Mentoring relationships: Mentoring relationships are situations where more experienced colleagues offer advice, guidance, and support to those who have less experience or are new to the organization for that individual's professional development (Ramalho, 2014).

Protégé (Mentee): A protégé is an individual who receives advice and guidance from the more senior or experienced participant (mentor) in a mentoring relationship (Whitfield & Edwards, 2011).

Assumptions

There were several assumptions in this qualitative study. The first assumption was that all participants experienced informal or formal mentoring. The second assumption was that I would find three participants in leadership positions who were reliable, interested in contributing to the data, who could find the time to answer the interview questions, and could provide other documents needed for the qualitative study. The third assumption was that the interview participants would provide accurate, complete, and honest responses to all interview questions. The fourth assumption was that the interviews would offer an opportunity to explore common themes involving the promotion of potential leaders who participated in mentoring leadership programs, and the effectiveness of those programs. The final assumption was that the literature review would provide specific research information to support this qualitative study.

Scope and Delimitations

I purposefully selected three community college administrators due to the potential shared experiences of senior leaders who participated in formal or informal mentoring programs and advanced into higher leadership positions. First, all of the participants experienced lower level administrative positions before advancing into their current positions. Second, the participants interviewed were working in three different leadership positions at three different community colleges. Last, all participants participated in some level of formal or informal mentoring.

Limitations

Yin (2014) defined some limitations as participants respond in a way that pleases the researcher, response bias, and inaccuracies due to poor memory recall. One limitation was that participants might not have the time or availability to complete the interview. Another limitation was that participants' memories may not be reliable, and they might have answered the research questions incorrectly.

Delimitations

The delimitations of a qualitative study are related to participants chosen, data collection, geographical boundaries, and participant sample (Yin, 2014). One delimitation of my study was that I did not include senior administrators at community colleges who are not in the positions of an associate dean, vice president, or chief information officer. The second delimitation was that I interviewed an associate dean, vice president, and chief information officer at North Carolina community colleges who participated in an administrative leadership mentoring programs. I selected three participants who were in different leadership positions at three different community colleges to gain information from various perspectives. The third delimitation was that the data collection included interviews with three senior administrators and document review. I considered interviewing participants who were not in senior administrator positions to be incapable of helping me obtained accurate information about career advancement through mentoring programs. Another delimitation was that the geographical area was restricted to North Carolina for convenience. The last delimitation was a small sample size to avoid

the investment of additional time and costs. Studying a few community colleges with

leaders who attended a mentoring program could help provide mentoring program and

promotional strategies to other community colleges, colleges, and universities

nationwide.

Significance of the Study

Leaders at community colleges nationwide are retiring and potential leaders need

developing to fill these positions (Eddy, 2013). Organizational leaders need to

concentrate on leadership development (Groves, 2007). I explored the mentoring

experiences of senior administrators in the North Carolina Community College system as

a means of leadership development. I provided the study participants information from

the findings of this qualitative study on the benefits and limitations of mentoring

programs and various factors in the contribution to the career advancement of potential

academic leaders.

The results from this qualitative study may contribute new information to the

existing body of literature on the effect of mentoring programs in community colleges.

The information provided greater insight regarding mentoring relationships and behaviors

affecting the career advancement of potential associate deans, vice presidents, and chief

information officers in community colleges. Senior administrators could incorporate

mentoring programs to provide potential associate deans, vice presidents, and chief

information officers with the necessary skills to fill upcoming leadership positions before

the retirement of current leaders. The findings from this qualitative study could contribute

to positive social change by providing community college administrators with a better understanding of the benefits associated with incorporating mentoring programs such as attracting, retaining, and promoting qualified individuals into academic leadership positions.

Contribution to Business Practice

Due to the projected retirement of community college leaders, it is critical for administrators to identify potential future leaders to prepare for the upcoming availability of positions (McNair, 2014). University leaders are focused on identifying the skills needed for leadership positions and designing programs to teach the necessary skills due to the predicted turnover and insufficient numbers of available leaders (AACC, 2013; Sullivan & Palmer, 2014). Succession planning should be in place in higher education organizations to identify and prepare potential leaders to fill key positions when people retire (Klein & Salk, 2013). An internal professional development program can have advantages in addressing current managerial and leadership development skills (Sirkis, 2011). Best practice organizational leaders effectively utilize leadership development and succession planning programs through mentoring, identifying high potential employees, developing a flexible and formalized succession planning process, and establishing a supportive organizational culture (Groves, 2007).

Successful mentorship in organizations is vital to the career success and satisfaction for mentors and mentees (Straus, Johnson, Marquez, & Feldman, 2013). The information provided by this qualitative study could contribute to business practice by

providing knowledge for administrative leaders at community colleges looking to fill upcoming leadership positions with qualified administrators by providing information on successful and ineffective mentoring programs and the importance of succession planning. Community college administrators might also use the findings from this qualitative study to evaluate the effectiveness of current mentoring programs.

In addition, the information provided from this qualitative study could provide senior administrators with greater insight regarding mentoring relationships and behaviors affecting the career advancement of potential associate deans, vice presidents, and chief information officers of community colleges. Furthermore, participation in mentoring programs might provide potential associate deans, vice presidents, and chief information officers with the necessary skills to fill upcoming leadership positions before the retirement of current leaders.

Significance to Theory

Despite the wealth of qualitative and quantitative data providing evidence of the positive effects of higher education mentoring programs on employee satisfaction, retention, and promotion rates, there are not enough formal mentoring programs among higher education institutions (Bean, Lucas, & Hyers, 2014). There is little information on the effects of mentoring on leadership development (Muir, 2014). Additional research is needed about the relationship between mentoring and career advancement for community college senior leadership (Bozionelos et al., 2011). Mentoring can help resolve organizational problems such as the lack of qualified leaders (Newby & Heide, 2013).

Incorporating mentoring programs in an organization can also assist in the development of managerial talent (Newby & Heide, 2013). Senior administrators incorporating mentoring into an academic institution was an important investment in leadership and was consistent with and essential to higher education as a learning community (Lumpkin, 2011).

Formal and informal mentors help participants prepare for senior leadership positions at community colleges, including the presidency (McNair, 2014). Since career landscapes are changing, more organizations are using mentoring as a way to promote and encourage growth and development of employees (Baker, 2015). These mentoring opportunities are necessary for organizations to attract, retain, and develop potential leaders in higher education due to increased competition and dwindling resources (Baker, 2015).

The findings from the qualitative study might fill a gap in the literature by providing knowledge about the lack of mentoring programs at community colleges to prepare potential academic leaders for administrative leadership positions. Also, the findings from this qualitative study can provide knowledge regarding how mentoring programs contribute to the career advancement of potential leaders into the positions of associate deans, vice presidents, and chief information officers at community colleges.

Implications for Social Change

A 2015 U.S. Department of Labor, Bureau of Labor Statistics report found that the employment of postsecondary education administrators is projected to grow 15%

from 2015 to 2022. Between 2012 and 2022, presidents and managers at community colleges will be retiring in large numbers and creating a shortage at community colleges in the United States (McNair, 2014). The majority of faculty members who could potentially fill upcoming administrator positions lack administrative leadership experience (Grotrian-Ryan, 2015). Community college leadership needs to incorporate succession planning and mentoring programs. Faculty members need training and leadership development to prepare them to be future leaders prior to the retirement of current leaders. Senior faculty members identified that mentoring was needed to assist them with advancement to academic administration positions (Law et al., 2014). Career advancement can enable individuals working in the institution to attain a higher position and a salary commensurate with the new position.

Early 21st-century college and administrative leaders must look critically at potential academic leaders and develop mentoring programs to make sure future leaders are available to fill these upcoming positions. The implications for positive social change include the potential to impact community college practices by contributing new knowledge for use by senior administrators. The newly gained knowledge from this qualitative study could assist senior administrators looking to gain a better understanding of the value of incorporating mentoring programs and succession planning into community colleges. Community college leaders might consider creating new policies and procedures to incorporate or improve, monitor, and evaluate mentoring programs to assist with leadership development and career advancement of potential leaders.

Community college leadership can capitalize on the knowledge power of current senior administrators because they have the most experience to train potential leaders. The organizational benefits of mentoring programs are attracting, developing, retaining, and promoting qualified individuals into academic leadership positions to lead the vision, mission, goals, objectives, and core values of the community college. Community college leadership needs to have in place deliberate preparation programs to produce leaders with the competencies in risk taking and change management to achieve high student enrollment and improving student success rates towards graduation. Community college graduates will have the opportunity to achieve gainful employment or start their own businesses necessary to stimulate the economy, thereby contributing to the prosperity of graduates, their families, and their communities. Poor leadership due to a lack of training could result in low student graduation rates and students who are not trained to work in higher paying positions. Community college leadership's failure to incorporate succession planning could have a negative effect on the economy has a whole.

Summary and Transition

Chapter 1 contains detailed information about the need for this qualitative research study by investigating the problem of how mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions. The purpose of this qualitative, exploratory, single case study was to explore how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative

leadership positions. I discussed the nature of the study, assumptions, scope, delimitations, and limitations. The findings of this qualitative study may contribute to a positive social change in community colleges by providing empirical data on the benefits of administration mentoring of future leaders in community colleges and the possibilities of increased student and graduate success rates.

Chapter 2 contains information to help establish the need for the qualitative study through the review of the literature on mentoring and career advancement of potential academic leaders in community colleges. The theoretical foundation of mentoring, origin and evolution of mentoring, and a literature review of key concepts of mentoring are addressed in this section. Internal mentoring configurations, external mentoring programs, and leadership develop programs are addressed. I will explain literature relating to gender issues and challenges associated with mentoring, types of mentoring programs, and the benefits and limitations of mentoring in detail.

Chapter 2: Literature Review

New and emerging leaders must have the right skills to develop actionable responses to the complex issues at their community colleges (AACC, 2013). Community college leadership needs to have in place deliberate preparation programs to produce leaders with the competencies in risk taking and change management to achieve high and improving student success rates (AACC, 2013). The specific problem explored in this qualitative study was how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions.

The purpose of this qualitative study was to explore how the mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions. Additional research is needed examining the relationship between mentoring and career advancement for community college senior leadership (Bozionelos et al., 2011). The anticipated retirement of leaders at community colleges between 2012 and 2022 will create a shortage of community college presidents in the U.S. (McNair, 2014). Equally important, Klein and Salk's (2013) qualitative research study offered a greater depth of understanding of the essential qualifications necessary to be a successful president in institutions of private higher education.

Organizational leadership needs to understand the significance of the impeding leadership gap and examine succession planning as a strategic process to better prepare

individuals in their institutions (Klein & Salk, 2013). College presidents, board chairs, and search firms of institutions of private higher education need to focus on three things: (a) how to define succession planning and understand its value, (b) determine how succession planning fits into the academic setting, and (c) how to effectively mentor and develop potential leaders within their institutions (Klein & Salk, 2013).

In this chapter, I provide an exhaustive literature review of professional mentorship programs, leaders and leadership styles, and leadership in community colleges from various scholarly viewpoints. Additionally, I explain Kram's mentor role theory in detail. I also provide a concise summary of the literature reviewed with a clear justification as to the need for conducting this qualitative study.

Literature Search Strategy

I conducted an extensive review of the literature electronically and manually. I used peer-reviewed journals, empirically based research documents, government websites and reports, and books to provide an in-depth look at mentorship programs, leadership, and community colleges. The comprehensive body of literature provided in this chapter includes seminal works as early as 1983 and contemporary peer-reviewed scholarly literature as recent as 2016. Of the 144 references, 130 (90%) were from peer-reviewed journals and 121 (85%) were from contemporary sources published in the last 5 years (2012-2016). The primary databases used at Walden University Library in this literature search were ABI/INFORM, Academic Search Complete, Business Source Complete, Education Research Complete, ERIC, Google Scholar, ProQuest Central, Thoreau, and

Zotero. An aggregation of key terms and phrases were used throughout the literature review and included: *career development and advancement, career motivation, career success, coaching, developmental network, developmental relationships, faculty development, formal mentoring, higher education and mentoring relationships, informal mentoring, job satisfaction, learning by teaching, learning theories, mentee, mentoring, mentoring and academe, mentoring and education, mentoring and higher education, mentoring and universities or colleges, mentoring models, mentoring perceptions, mentoring processes, mentoring programs, mentoring relationships, mentoring role theory, mentoring theory, mentors, motivation theories, networking, organizational commitment, peer mentor, personnel management, post-secondary education, professional development, protégé, protégé satisfaction, psychological support, psychosocial development,* and *role modeling*.

I conducted a manual search of the literature at a local community college's library to gather literature that was unavailable electronically. The manual literature review consisted of the same search terms used to search information electronically. In cases where there was limited literature on the subject matter, I explored nonacademic professions with mentoring programs. I gathered additional information through the review of literature written in later dates when current literature on the subject matter was unavailable. Figure 1 is an illustration of the key themes within the literature review.

Mentor Role Theory

by Kram (1985)

Career and Psychosocial Functions

(Kram, 1985)

Senior Administration Shortages in Higher Education

(Klein & Salk, 2013; Lo & Ramayah, 2011; McNair, 2014)

Importance of Mentoring in Community Colleges

(Grotrian-Ryan, 2015; Solis, Kupczynski, & Mundy, 2011; Strom, Sanchez, & Downey-Shilling, 2011)

Psychosocial Functions of Mentoring

(Schunk & Mullen, 2013)

Gender Issues and Challenges

(Grima, Paillé, Mejia, & Prud'homme, 2014; Varkey et al., 2012)

Internal Mentoring Program Configurations

(Dawson, 2014; Metzger et al., 2013; Newby & Heide, 2013)

External Mentoring Programs

(AACC, 2015; ACE, 2015)

Types of Mentoring

(Kelch-Oliver et al., 2013; Lloyd-Jones, 2014)

Formal

Informal

Peer Group

Virtual

Benefits of Mentoring:

Mentee, Mentor, Organization

(Newby & Heide, 2013; Yehia et al., 2014)

Limitations of Mentoring

(Bean, Lucas, & Hyers, 2014)

Figure 1: Graphical representation of key themes within the literature review.

Theoretical Foundation

Kram's mentor role theory, the theoretical foundation of this qualitative study, was developed in 1985. Kram (1985) published *Mentoring at Work*, which provided a theoretical foundation for understanding the developmental relationships at work for men and women. Kram (1985) developed the mentor role theory after conducting a research study on mentor relationships looking at junior and senior managers in a corporate setting that later evolved into a research study that clarified various relationships between junior and senior colleagues who fulfilled mentoring functions (Kram, 1985).

The purpose of Kram's research was to evaluate and present mentoring in a realistic view, to determine potential benefits and limitations of mentorship, and explore the different developmental relationships that take place in the work setting (Kram, 1985). Kram (1985) defined a mentor as a person who may act as a teacher to enhance their skills and intellectual development of a younger person. Kram (1985) described the role of a mentor as a person who may serve as a sponsor and use his or her influence to assist with a less experienced person's entry and advancement in the workplace. Kram (1985) further explained that a mentor provides counsel and moral support to the protégé as well as acting as an example for the protégé to admire and emulate.

Kram (1985) described mentoring functions as the aspects of developmental relationships that enhance the career growth and career advancement of mentors and protégés. Mentoring functions identified by Kram (1985), are career functions and psychosocial functions. Career functions are the aspects of the mentoring relationship that

enhance learning skills and increase career advancement opportunities for protégés in an organization (Kram, 1985). Psychosocial functions are the aspects of the mentoring relationship that enhance the protégés sense of competence, clarity of identity, and effectiveness in professional positions in an organization (Kram, 1985).

Career functions include sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments (Kram, 1985). Psychosocial functions include role modeling, acceptance-and-confirmation, counseling, and friendship (Kram, 1985). Career functions are possible because of the senior person's experience, organizational position, and influence in the organization (Kram, 1985). There was a personal bond between the senior colleague and junior colleague due to mutual trust and the senior colleague being a role model for the junior colleague (Kram, 1985). Mentor relationships consist of professional and personal contact provided by an instructional connection that focuses on guiding professional and personal growth resourcefulness, and self-efficacy (Kram, 1985). Mentoring involves psychosocial components such as challenging, counseling, and role modeling for a protégé, as well as professional activities like exposing protégés to new situations, sponsoring their work, and protecting them from potential threats (Kram, 1985).

Kram (1983) expressed a belief that individuals beginning employment in the adult world are likely to experience a shift of personal or professional concerns about their career, self, and family. Kram (1983) described mentoring regarding phases. Kram's phases of the primary task of early adulthood – initiation, and middle adulthood –

reappraisal are a part of adult development (Kram, 1983). Young adults in the first stage

of their careers are likely to form mentoring relationships (Kram, 1983). During the

initiation phase, young adults are likely to seek workplace relationships that provide

opportunities for learning the technical, interpersonal, and political skills that are needed

in an organization (Kram, 1983).

The reassessment and reappraisal phase takes place when the more experienced

adult, at mid-life or mid-career, reviews their accomplishments (Kram, 1983). This is a

difficult time in life when an individual realizes there are no further advancement or

growth opportunities available (Kram, 1983). Senior adults entering into developmental

relationships with young adults assist them with producing new life meaning and can

review and reappraise their past by assisting the younger adult with facing challenges of

early adulthood (Kram, 1983). Kram (1983) argued that senior adults providing

mentoring functions may feel challenged and stimulated by sharing their wisdom, but, on

the other hand, they may feel rivalrous and threatened by the growth and advancement of

the younger adult.

Kram (1983) examined the phases of mentoring relationships and highlighted the

psychological and organizational factors that influence which career and psychosocial

functions are provided to mentees and how managers experience the relationship during

different time spans. Developmental relationships have different time periods and

generally proceed through four predictable, but distinct, phases. These are: (a) an

initiation phase, at the start of the relationship; (b) a *cultivation* phase, when the range of

provided career and psychosocial functions to mentees expand to the maximum of the relationship; (c) a *separation* phase, during which the relationship is altered by structural changes in the organization or psychological changes with the mentor or mentee; and (d) a *redefinition* phase, during which the relationship changes to a new form that is different from its original, or the relationship completely ends (Kram, 1983).

Kram (1983) provided examples of the most frequently observed psychological and organizational factors that cause movement into the different relationship phases. The initiation phase lasts a period of six months to a year during the start of the relationship and is important for both junior and senior managers (Kram, 1983). During the initiation phase, each individual interacts with each other and gains valuable experiences through the relationship (Kram, 1983). The senior manager provides the younger manager with coaching, challenging work, and visibility (Kram, 1983). The younger manager provides technical assistance, respect, and the desire to be coached (Kram, 1983). The cultivation phase takes place during a 2 to 5 year period in which the range of career and psychosocial functions provided to the mentees expand to a maximum (Kram, 1983). Both individuals continue to receive benefits from the relationship and opportunities for meaningful and more frequent interaction increase (Kram, 1983). An emotional bond deepens and intimacy increases (Kram, 1983).

The separation phase takes place during a period of 6 months to 2 years after a significant change in structural role relationship and the emotional experience of the relationship (Kram, 1983). Junior managers no longer seek guidance from the senior

managers and want opportunities to work autonomously (Kram, 1983). Senior managers face midlife crises and are less available to provide mentoring functions (Kram, 1983). Opportunities for continued interaction are limited due to job rotation or promotions (Kram, 1983). Career and psychosocial functions are no longer provided to the younger managers by the senior managers (Kram, 1983).

The final phase of redefinition is an indefinite period after the separation phase, during which the relationship has ended or takes on significantly different characteristics, making it a more peer to peer friendship (Kram, 1983). The stresses of separation have disappeared, and new relationships are formed; the mentor relationship is no longer needed in its original form (Kram, 1983). The feelings of resentment and anger diminish and gratitude and appreciation increase (Kram, 1983).

Kram's theory served as a theoretical construct for this study. It guided the design of the interview questions for the study. These questions explored how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions.

Origin/Evolution (or Paradigm Shifts) of Mentoring

Managers have observed mentoring since 1978 but there continues to be varying opinions on the role of mentoring in the workplace and which acts constitute mentoring (Kram, 1985). Daniel Levinson first explored mentoring in 1978 (Ragins & Kram, 2007). Levinson studied the impact of mentoring on men's development in his seminal book *The Seasons of a Man's Life* (Ragins & Kram, 2007). The researchers had different

perspectives and produced many descriptions of the nature of relationships between less experience and more experience workers in organizations (Kram, 1985).

Mentoring has evolved since the 1980s. Four key insights about mentoring functions have emerged (Ragins & Kram, 2007). First, career and psychosocial functions have different roots and outcomes. Kram (1985) mentioned that career functions were dependent on the mentor's position and influence in the organization while psychosocial functions were dependent on the quality of emotional bonds and psychological attachments in the relationship. In later studies, researchers found that career and psychosocial functions constitute two relatively independent dimensions of mentoring behaviors while other studies have found that role modeling may represent another dimension of mentoring (Ragins & Kram, 2007). Some mentoring scholars discovered that different mentoring functions predict different protégé outcomes (Ragins & Kram, 2007).

Second, there was significant variation in the range and degree of mentoring functions within and across relationships (Ragins & Kram, 2007). Third, mentoring functions may vary across the phases of the relationship (Ragins & Kram, 2007). The last insight about mentoring functions was that individuals might provide these functions without being mentors (Ragins & Kram, 2007). Researchers interviewing senior administrators who participated in mentoring leadership programs could provide new insights and knowledge about the career and psychosocial functions of mentoring when

exploring how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions.

Mentors and Mentees/Protégés

Mentors and mentoring are used in various professions, among a wide range of people in a multitude of capacities (Washington, 2011). Mentoring has a long history and referenced in the ancient writings of *The Bible* and *The Odyssey* (Schunk & Mullen, 2013). Mentoring was encountered daily, and many examples of famous mentor-protégé pairs appear in literature, the arts, politics, athletics, and across different professions (Schunk & Mullen, 2013). There was a lack of a common definition of mentoring and operational definitions of mentoring are scarce in the research literature (Dawson, 2014). Rutti, Helms, and Rose (2013) defined mentoring as a relationship between two individuals, in which an older, more experienced person (the mentor) provides support and guidance to a younger, less experienced person (the protégé), both of whom are working together in a mutually agreed-upon relationship within an organization.

Mentoring was a nurturing process in which the more skilled or experienced person, serves as a role model and teaches, sponsors, encourages, counsels, and befriends, a less skilled or experienced person (Ismail et al., 2012; Kelch-Oliver et al., 2013; Metzger et al., 2013; Muir, 2014; Reinstein et al., 2013). The primary focus of the mentoring relationship was to assist the mentee in career development and growth (Rutti et al., 2013). Leadership often used mentoring as a career management tool (Washington, 2011). Mentoring career functions are operationalized as mentor behaviors that nurture

protégés career development and advancement through the process of sponsoring,

coaching, enhancing visibility, and providing challenging work assignments (Schunk &

Mullen, 2013). Mentors who perform career functions with protégés typically model,

coach, and give work performance feedback (Schunk & Mullen, 2013). Career functions

assist protégés with learning the culture of the organization, networking opportunities,

and job searching skills (Schunk & Mullen, 2013).

A mentor is an individual who supports another person(s), mentee/protégé, by

providing knowledge, teaching a skill, and offering emotional support (Ismail et al.,

2012). A mentor establishes a relationship with their mentee through providing

professional guidance, teaching skills, and being available for additional professional

needs or questions the mentee may have (Kelch-Oliver et al., 2013). Typically, a mentor

possesses a senior leveled position from their mentee or protégé within the organization

in which they work (Rutti et al., 2013).

A mentor and a mentee do not necessarily have to work within the same

organization; they may simply work within the same professional field

(Chatzimouratidis, Theotokas, & Lagoudis, 2012). The mentor guides the trainee's career

decisions by sharing known information about an occupation, industry, or career and

offers personal guidance, support and motivation (Chatzimouratidis et al., 2012). The role

of faculty mentors in academia was an integral component in retaining junior faculty

members, reducing workload stress, and encouraging long-term growth and success

(Metzger et al., 2013). Ideally, mentors provide support, challenge, and vision to their protégés through a formal or informal process (Jackevicius et al., 2014).

Kelcher-Oliver et al. (2013) described a mentee as a junior professional who has less training and skills than their mentor does. The mentee receives spiritual, emotional, and financial encouragement from the mentoring relationship (Chatzimouratidis et al., 2012). The relationship could promote the professional growth and personal growth of the protégé through coaching, support, and guidance (Muir, 2014). Protégés have the opportunity to ask questions and share their concerns and problems with their mentors about career planning and career advancement in the organization (Washington, 2011).

Mentor-mentee pairing was crucial to the success of mentoring relationships and there are many ways mentor-mentee pairs can be formed (Bell & Treleaven, 2010). The pairing process was spontaneous and voluntary in informal mentoring (Bell & Treleaven, 2010). In informal mentoring, a senior staff member may offer a newer or junior staff member an informal mentoring relationship, or the junior staff member may informally ask the senior staff member to serve as a mentor (Bell & Treleaven, 2010). A limitation of this approach was that the benefits of mentoring might not be available for a staff member who do not have access to the senior staff members or be a part of that network (Bell & Treleaven, 2010). Program coordinators in formal mentoring programs often form mentee-mentor pairs or mentees select their mentors (Bell & Treleaven, 2010). The interests of the mentee and the skills and knowledge of the mentors are considered during the matching process in formal mentoring programs (Bell & Treleaven, 2010). This

matching approach was useful where mentees may not have access otherwise to available senior staff (Bell & Treleaven, 2010). By exploring how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions, senior administrators will have the opportunity to share information regarding their mentor-mentee relationships and experiences.

Literature Review Related to Key Concepts

Mentoring Debates

Mentoring was a form of coaching that supports individual development and investment in people (Templeton & Tremont, 2014). Mentoring was a shared role that requires delicate and caring intervention along with feedback (Templeton & Tremont, 2014). Mentoring works best when the mentor and the protégé clearly understand the areas that need improvement and the different ways in which the mentor can be useful (Templeton & Tremont, 2014).

There was a relationship between personal and professional mentoring and leadership development in higher education (Chang, Longman, & Franco, 2014). Relationships involving psychosocial and career development functions are relatively limited within some institutional settings (Chang et al., 2014). Male leaders tend to find professional mentoring in and outside their institutions while only a few female leaders had the opportunity to benefit from the same professional relationships (Chang et al.,

2014). Instead, female leaders mostly relied on personal relationships for psychosocial support and professional issues (Chang et al., 2014).

Four critical areas for learning that were used to categorize what mentors and mentees felt they were learning are cognitive, skill-based, affective-related and social networks (Jones, 2014). Mentoring as an intervention can assist managers with job satisfaction, morale, and productivity (Jones, 2014). The practical implications of designing a formal mentoring program are recognizing the importance of mentor recruitment, matching mentors, and mentees, and promoting the program with the support of the organization in gaining a commitment from management (Jones, 2014).

Failed mentoring relationships are characterized by poor communication, lack of commitment, personality differences, competition, conflicts of interest, and the mentor's lack of experience (Straus et al., 2013). At the same time, successful mentoring relationships are characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values (Straus et al., 2013). A few specific strategies for dealing with failed mentoring relationships include using the mentorship facilitator or department chair as a mediator, implementing a rule that will allow either the mentor or mentee to end the mentoring relationship, and developing faculty mentoring workshops on communication and good mentorship (Straus et al., 2013). Further research needs to focus on strategies for effective mentorship, including the impact of mentorship education interventions, and appropriate mentorship throughout a faculty member's career (Straus, et al., 2013).

The creation of peer-mentoring groups in academic medical centers was suggested after researchers identified and ranked faculty's perceived unmet professional development needs and the activities that they would value in a peer-mentoring group (Colón-Emeric, Bowlby, & Svetkey, 2012). Medical faculty ranked the need to identify and work effectively with a senior mentor as a critical unmet professional development need (Colón-Emeric et al., 2012). Peer mentoring groups are a potentially useful means to enhance mentorship among academic faculty (Colón-Emeric et al., 2012).

Collins, Lewis, Stracke, and Vanderheide (2014) shared six lessons learned from teachers, mentors, and school administrators participating in the first two years of mentoring programs. The first lesson learned was mentoring must be built on trust and building strong relationships (Collins et al., 2014). The second lesson was the process of mentoring must allow mistakes to be made by teachers without penalty (Collins et al., 2014). The third lesson was mentoring must be a common practice in education (Collins et al., 2014). The fourth lesson was communication and collaboration must include the context for mentoring (Collins et al., 2014). The fifth lesson was that time was needed for mentoring to impact teaching and enhance learning, and the sixth lesson learned was diversity requires a unique approach to mentoring (Collins et al., 2014). University leaders should find ways to support mentoring programs for the ongoing professional growth of teachers that can lead to improved classroom effectiveness, higher teacher morale, and increased teacher retention (Efron et al., 2012).

Furthermore, formal mentoring can be used in leadership development to make organizations more competitive and equip them with the ability to develop leaders for the future (Corner, 2014). Formal mentoring offers opportunities for leadership development because it can capitalize on knowledge internal and specific to the organization, develop groups, and be tailored to meet any organization's goals and objectives (Corner, 2014).

A new model to evaluate mentoring relationships may be used to negate the barriers such as power dynamic, mentor attitude, and setting expectations (Anderson, Silet, & Fleming, 2011). The new model has six major parts: (a) mentee empowerment and training, (b) peer learning and mentor training, (c) aligning expectations, (d) mentee program advocate, (e) mentor self-reflection, and (f) mentee evaluation of mentor (Anderson et al., 2011). The primary goals of mentor and programmatic evaluation are to (a) increase learning opportunities for scholars, (b) create stronger mentors, and (c) guide scholar training activities (Anderson et al., 2011). This six-component strategy was different from current practices and organizations should implement one component strategy at a time (Anderson et al., 2011).

Emerging leaders and their mentors believe that their formal mentoring experience was essential to the discovery and development of their leader identity (Muir, 2014). There was a strong influence on the mentoring relationship on the identity development of those in a leadership training program (Muir, 2014). More research is needed on other influences on leader development such as cohort, critical reflection, and program curriculum (Muir, 2014).

Mentoring Role Theory

Senior Administrator Shortages in Higher Education

The third stage of chaos in Satir's change model can be used to understand how well prepared first-time, first-year community college presidents felt at the start of their presidency (McNair, 2014). Satir's model offers aspiring leaders, mentors, and current presidents a means for understanding change and development, which can support leadership development of different contexts (McNair, 2014). Four strategies needed to become a community college president are doctoral studies degree, professional experiences, working with mentors, and engaging in professional development activities (McNair, 2014).

Succession planning. Succession planning was an ongoing, systematic process that organizations can use to create an environment for senior administrators to succeed from the very beginning of their terms until the cycle was repeated with their successors (Klein & Salk, 2013). The process of succession planning ensures a smooth continuation of business without interruptions (Klein & Salk, 2013). The goal of succession planning was to identify and prepare potential leaders to fill administrative leadership positions when current employees retire, transfer, or find new employment opportunities outside of an organization (Klein & Salk, 2013). Succession planning was also about understanding that current administrators will not be working with an organization forever (Klein & Salk, 2013). Succession planning was both a strategic planning tool organizations can utilize to address the issues created by individuals' leaving the organization as well as to

bridge the knowledge gap created by the departure (Klein & Salk, 2013). Succession planning at a higher education institutions in Wisconsin has been described as either (a) it was not being addressed well, (b) addressed at an interim level, (c) mentoring and development of senior administrators, or (d) there was a reliance on a national search to fill the position of the college presidency (Klein & Salk, 2013). Mentoring programs contribute to better communication within the organizations (Lo & Ramayah, 2011). Organizational values and culture are part of the information communicated to the protégé, who then develops an increased understanding of the commitment to the profession and colleagues (Lo & Ramayah, 2011). This commitment promotes continuity with the organization and helps with succession planning (Lo & Ramayah, 2011).

Importance of Mentoring in Community Colleges

Many senior community college administrators and leaders in the positions of deans, chief academic officers, vice presidents, and chief information officers will retire by 2022 (Strom et al., 2011). Anticipated retirements and relatively short tenure of community college presidents in the United States has created a shortage of senior leaders (McNair, 2014). An estimation of turnover among higher education leadership is 50% between 2011 and 2016 (Grotrian-Ryan, 2015). When looking at all senior administrators, 66% were 51 years of age or older (Grotrian-Ryan, 2015). Whether attributed to retirement, forced resignations or choosing to leave, issues relating to turnover among higher education administration are prevalent (Grotrian-Ryan, 2015). From the perspective of potential academic leaders, there was an insufficient number of

rising replacement administrators (Solis, Kupczynski, & Mundy, 2011). As senior

leadership positions become available, community colleges will need to consider using

faculty members as a viable leadership source (Solis et al., 2011). The majority of 2015

faculty, who could potentially fill administrative positions, has primarily focused on

research and teaching, therefore resulting in a lack of administrative leadership

experience (Grotrian-Ryan, 2015). More than three-quarters (79%) of community college

presidents retired in 2012 and 84% will retire by the end 2016 (Klein & Salk, 2013).

Community college senior administrators have long anticipated a generational

turnover in leadership as Baby Boomers begin to retire from both administration and

faculty positions (Sullivan & Palmer, 2014). Aging leaders, pending retirements, and

smaller pools of qualified senior-level applicants for college presidencies have led to

concerns regarding a community college leadership crisis (Eddy, 2013). Furthermore,

college and university leaders are making changes rapidly due to globalization, changes

in funding and sector reform, and, therefore, the academic workforce was in transition

(Collins et al., 2014). It has become difficult to replace senior level administrators, as the

workforce reaches retirement age (Collins et al., 2014). Casualization of academic

positions and low salaries compared to other industry sectors has reduced the

attractiveness of academia as a career pathway (Collins et al., 2014). A formal mentoring

program was a recommended leadership development practice for potential leaders

because it was an effective developmental intervention when the program relates to work

operations (Chun, Sosik, & Yun, 2012). Formal mentoring by current administrators and

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leaders may provide the best encouragement to motivate internal institutional employees to assume administrative and leadership roles (Strom et al., 2011). Similarly, faculty motivation was at the heart of addressing issues such as faculty retention and academic failure, it was critical to the success of mentoring programs, and it was important in promoting leadership in the institution (Hardre, 2012). Faculty motivation was a key element in community colleges (Hardré, 2012). Mentoring programs offer leaders hope to influence the characteristics of individual employees in a way that can benefit the employee and the organization (Thurston, D'Abate, & Eddy, 2012). It was important for administrators at community colleges to continue offering internal professional development opportunities as individuals advance into administrative leadership positions (Cejda & Jolley, 2013). Community colleges administrators can provide additional leadership development by offering senior-level leaders the opportunity to participate in national, state, and regional leadership development programs to develop AACC leadership competencies (Cejda & Jolley, 2013).

Psychosocial Functions of Mentoring

The goal of the psychosocial role of mentoring was to provide the mentee with a sense of identity competence, and confidence (Metzger et al., 2013). The intention of the psychosocial functions of mentoring relationships was to foster protégés psychological and social development (Schunk & Mullen, 2013). Mentors perform psychosocial functions when they interact with protégés on a personal level to enhance their self-efficacy, sense of identity, and overall comfort with the job through emotional support

(Schunk & Mullen, 2013). In fulfilling psychosocial functions, mentors may model, counsel, show acceptance, and provide confirmation, and they listen, offer constructive criticism, and encourage development (Schunk & Mullen, 2013). Psychosocial functions are not explored as well as career functions; thus, psychosocial functions potential to support protégés development remains unrealized (Schunk & Mullen, 2013). Hypothetically, psychosocial functions are important for the career development of protégés (Schunk & Mullen, 2013). Some studies have reported that female mentors and protégés tend to focus more on the psychosocial aspect of mentoring (Chang et al., 2014). Furthermore, some formally mentored protégés reported receiving fewer psychosocial functions from mentors than protégés who received informal mentoring (Haggard & Turban, 2012).

Gender Issues and Challenges with Mentoring

A report from ACE (2012c) found that women hold 26% of all college presidencies. Some individuals who lack mentoring opportunities are women (Dworkin, Maurer, & Schipani, 2012). One major barrier women face in career was advancement and limited access to mentoring and less effective mentoring than male counterparts (Dworkin et al., 2012). In 2010, only 13% of department chairs were women, with numerous medical schools reporting never having women in the position of department chair or dean (Varkey et al., 2012). Lack of mentoring opportunities and poor or absent succession planning in the organization have been identified as possible contributors to these disparities (Varkey et al., 2012).

The lack of mentoring opportunities can cause these administrators to perceive that their career choices as circumstantial and unplanned (Tran, 2014). Mentoring plays a significant role for women taking leadership and management roles (Dworkin et al., 2012; Nguyen, 2012). Mentors and networking may help women gain access to significant information and opportunities for career advancement (Nguyen, 2012). Mentor support plays a significant role in women taking leadership and management roles (Nguyen, 2012).

For African American women to advance into a president's position, mentoring was a key component (Nguyen, 2012). In fact, women administrators indicated that their mentoring relationships had prepared them for leadership positions (Nguyen, 2012). It was difficult to determine if peer group mentoring experiences increased the rate and level of promotions of women academics (Collins et al., 2014). It was evident that the peer group mentoring experience gave women academics greater confidence and skills to navigate the uncertain times that occurred directly after the program in the field of academia (Collins et al., 2014). Leaders of higher education institutions should focus mentoring programs on high-potential populations such as women or ethnic minorities (Grima, Paillé, Mejia, & Prud'homme, 2014).

Internal Mentoring Program Configurations

To provide the motivation for internal institutional employees to assume senior administrative positions and leadership roles, formal mentoring by current senior administrators may provide the best encouragement (Strom et al., 2011). Senior

administrators should consider the perspectives of the mentor and protégé when

designing internal mentoring programs (Chatzimouratidis et al., 2012). The framework of

mentor-protégé relationships includes the context within which a mentor-protégé

relationship exists, the gender of the partners, the characteristics each partner seeks in the

other, the stages of the relationship, and the positive and negative outcomes that have an

effect on the mentor, the protégé, and the organization (Chatzimouratidis et al., 2012).

Formal mentoring models need to specify the time, length of a relationship, and

meeting schedules (Dawson, 2014). Every mentoring model contains selection processes

such as applications, interviews, and criteria (Dawson, 2014). Mentoring models should

match mentors and mentees whether through mentee choice, mentor choice, criteria,

randomness, algorithms, or a coordinator's judgment (Dawson, 2014). Different

mentoring models expect mentors and mentees to engage in different activities

throughout their relationship (Dawson, 2014). The mentor-mentee match was of crucial

significance to the mentoring relationship being successful (Dawson, 2014).

Organizations use a variety of resources and tools to support the mentoring relationships,

such as software and psychometric instruments (Dawson, 2014). A range of mentoring

training was provided to the mentors (Dawson, 2014). Online and offline training, of

various durations and timings can be incorporated (Dawson, 2014). Training could

include pre-mentoring training, pre-mentoring orientation, and introduction session

(Dawson, 2014). Some rewards for participating in a mentoring program can be time

allocations in the workloads of mentors and mentees, as well as a financial reward if

certain performance goals are met (Dawson, 2014). The mentoring models can have policies on different topics (Dawson, 2014). The appointment of a coordinator or facilitator was important to oversee the mentoring program (Dawson, 2014). Careful monitoring of the mentoring relationship should take place (Dawson, 2014). Mentoring models sometimes include formal procedures and incidents for the termination of mentoring relationships (Dawson, 2014).

There are three key areas to address when starting an effective mentoring program (Metzger et al., 2013). Each institution considering a mentoring program should create one that was specific to the given institution, depending on factors such as the institution's mission, resources, and size (Metzger et al., 2013). The structure of the mentoring program should involve pairing junior and senior faculty members to share feedback on the relationship (Metzger et al., 2013). The mentor-mentee pairing could be assigned by a dean, department chair, initiated by the mentor, or mentee (Metzger et al., 2013). During the initial planning for a mentoring program, college senior administrators should adopt a definition of scholarship that aligns with their academic institution's culture or mission and clarify promotion guidelines (Metzger et al., 2013). The mentor should understand the institution's promotion guidelines and use them to guide the mentee in a direction that will lead to efficient and effective work balance to enhance promotion opportunities (Metzger et al., 2013). When starting a mentoring program, it was important to help senior faculty members develop the skills they need to be effective mentors and to recognize their contributions (Metzger et al., 2013). Recognition of a

mentor's contribution could occur as a service credit, monetary stipend, or further training to enhance the mentor's skills (Metzger et al., 2013). Leaders of organizations should develop recognition awards to acknowledge an institution's exemplary mentors (Metzger et al., 2013).

The Adaptive Mentorship (AM) model was used in a research study and the researchers showed that: (a) AM was a cross-disciplinary, developmental model that had been refined for application in different mentoring contexts; (b) the AM model focused on mentors adapting their mentoring reaction to match the existing developmental needs of the protégés; and (c) the AM model has been shown to help mentoring dyads to have a better understanding of the entire mentorship process and also guides their practice within the roles and responsibilities of the mentorship (Ruru, Sanga, Walker, & Ralph, 2013). Leaders in organizations should build a mentoring model upon the assumption that mentoring was the process of mentors supporting, advising, and encouraging protégés as they develop mutually beneficial relationships (Lumpkin, 2011).

Lumpkin (2011) outlined four stages of a mentoring model. The first stage in the formulation of this model was *conceptualization* to determine the creation of a mentoring program (Lumpkin, 2011). The second stage, *design and development*, which was built upon the purposes, goals, and strategies of the first stage as develop materials, select and match protégés and mentors, and mentors are prepared to serve in their new roles (Lumpkin, 2011). The third stage, *implementation*, begins with mentoring orientation and training sessions and emphasizes protégés and mentors having regular meetings and

interactions (Lumpkin, 2011). In the fourth stage, *evaluation*, use formative and summative assessments to measure outcomes and impacts on an ongoing basis so that management can make changes to enhance the benefits for protégés and mentors as needed (Lumpkin, 2011).

There are seven guidelines designed to accentuate the value of mentoring and to increase participant motivation towards mentoring programs (Newby & Heide, 2013). The first guideline was to establish a clear set of goals and objectives (Newby & Heide, 2013). The second guideline requires facilitators to orient the participants (Newby & Heide, 2013). The third guideline was to evaluate and match mentor personal characteristics, skills, and goals with the characteristics and needs of the protégés (Newby & Heide, 2013). The fourth guideline requirement was to train the mentors to increase the effectiveness and value gained from the mentoring program (Newby & Heide, 2013). The fifth guideline states to allow the mentor and protégé pair to work together on a trial basis for a brief period (Newby & Heide, 2013). The sixth guideline recommended that the organization leaders monitor, evaluate, and make adjustments throughout the term of the mentoring relationship. Last, the seventh guideline was to encourage protégé independence. The information provided from this qualitative study might assist community college leaders who are in the need of a succession plan due to the pending retirement of senior administrative leaders.

External Mentoring Programs

American Association of Community Colleges (AACC) Leadership Programs

AACC John E. Roueche Future Leaders Institute

The AACC John E. Roueche Future Leaders Institute, or Roueche-FLI, is a four-day leadership development seminar designed for mid-level community college administrators who are interested in career advancement to a higher-level position (AACC, 2015). These individuals are currently in the positions of vice president, dean, associate dean, or director (AACC, 2015). Some of the topics addressed at the AACC Roueche FLI are: (a) building leadership strength, (b) applying the principles of effective leadership, (c) valuing diversity, and (d) career advancement (AACC, 2015).

AACC Presidents Academy Summer Institute (PASI)

The AACC Presidents Academy Summer Institute (PASI) is an annual professional development program for CEOs and presidents of community colleges (AACC, 2015). The three-day institute addresses current challenges, trends, and opportunities necessary for the success of individuals in their presidential roles (AACC, 2015). The institute provides opportunities for newly hired presidents to develop mentor-mentee relationships with current experienced presidents (AACC, 2015).

American Council on Education (ACE) Leadership Programs

ACE Fellows Program

The ACE Fellows Program is a yearlong program to help prepare higher education's future leaders (ACE, 2015). The ACE Fellows Program enables participants to gain experience by working at another institution to learn the culture, policies, and decision-making processes of that institution (ACE, 2015). The mentorship provides

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participants with the opportunities to network with higher education leaders across the United States observe and participate in key meetings and events, visit other college campuses, and work on special projects and assignments with experienced leaders (ACE, 2015).

ACE Institute for New Presidents

The ACE Institute for New Presidents is a 9-month program consisting of three in-person meetings, virtual activities, and webinars held during the intervening months (ACE, 2015). This program is available for presidents in their first three years of service (ACE, 2015). The program consists of interactive panels with experienced presidents and other higher education experts, mini-case studies, and peers from other institutions (ACE, 2015). The program focuses on identifying topics and issues of immediate concern to new presidents and provides the skills to address those topics and issues (ACE, 2015). New presidents are provided with information about leadership challenges, practical advice on working with the media, suggestions for forming and managing effective management teams, and a professional network of fellow presidents (ACE, 2015).

Advancing to the Presidency

The Advancing to the Presidency is a 2-day workshop created for senior level administrators at the dean level or higher who are seeking the presidency within the next two years (ACE, 2015). ACE selects approximately 40 diverse individuals who hold senior administrative positions across all higher education institutions (ACE, 2015). This program focuses on the development of effective presidential search strategies, contract negotiations, transitioning into the presidency, and presidential leadership (ACE, 2015).

National Women's Leadership Forum

The National Women's Leadership Forum is for women presidents and executive search consultants (ACE, 2015). The program assists participants in developing effective search strategies (ACE, 2015). The program also focuses on the development of fundraising, risk management, and crisis response skills (ACE, 2015). Experienced women leaders serve as role models and share experiences to assist participants in gaining a better understanding of the rewards and challenges of the presidency (ACE, 2015). Senior-level women administrators planning to seek a college or university presidency, vice presidency, or deanship are encouraged to participate in the program (ACE, 2015).

Regional Women's Leadership Forum

The Regional Women's Leadership Forum is a 3-day leadership program for mid-level women administrators (ACE, 2015). These women serve in the positions of department chairs, directors, and assistant/associate deans and have a high potential for advancement in higher education administration (ACE, 2015). This interactive program takes place on different campuses across the country (ACE, 2015). The program assists women participants with reflecting on the next steps of their career and provides them with networking opportunities with outstanding women leaders who serve as mentoring role models (ACE, 2015).

Moving the Needle: Advancing Women Leaders in Higher Education

This program is a collaborative and multi-association initiative whose purpose is to increase the number of women in senior leadership positions in higher education through programs, research, and resources (ACE, 2015). The *Moving the Needle: Advancing Women Leaders in Higher Education* program addresses the following goals: (a) create national awareness about the urgency of elevating the need for advancing women in higher education leadership positions, (b) make recommendations to governing boards and decision makers at higher education institutions to consider practices for recruiting and hiring women to senior administrative positions, (c) assist women aspiring to advance to mid-level and senior-level positions in higher education administration, and (d) suggest practices and models used to advance women successfully in higher education.

Spectrum Executive Leadership Program

The Spectrum Executive Leadership 6-month program assists with the diversification of the senior leadership positions of U.S. higher education (ACE, 2015). The program prepares diverse senior level administrators from underrepresented groups for consideration of positions of presidencies and chancellorships in the near future (ACE, 2015). During this program, participants will prepare for the presidential search process as it relates to race and gender (ACE, 2015). The participants complete leadership assessments, create professional development plans, and interact with diverse presidential facilitators from different institutions (ACE, 2015).

ACE Spectrum Aspiring Leaders Program

The Spectrum Aspiring Leaders Program is a new program focused on attracting mid-level administrators from diverse backgrounds to increase diversity in the senior-level leadership positions in higher education institutions (ACE, 2015). This 2-day program is for mid-level administrators serving in the positions of department chairs, directors, and assistant/associate deans with high potential for advancement in higher education administration (ACE, 2015). Participants learn how to assess their current competencies, create a professional development plan, and enhance leadership skills in critical areas (ACE, 2015).

League for Innovation in the Community College (League)

Executive Leadership Institute (ELI)

The Executive Leadership Institute (ELI) is a program for community college participants who serve in senior leadership positions and are qualified for a presidency position (League, 2015). The ELI is an intensive, five-day seminar, which operates in session formats (League, 2015). Some of the topics covered are finding and applying for the right job, serving in presidential roles, current presidential issues and challenges, leading through change, and internal and external community college issues (League, 2015). Participants will join a network of ELI graduates and will have the opportunity to support the ongoing career development of each other (League, 2015).

National Council on Black American Affairs (NCBAA)

Dr. Carolyn Grubbs Williams Leadership Development Institute (LDI)

NCBAA (2015) was a leadership development program for African Americans in community colleges to assist in the enhancement of their leadership skills and provide opportunities for career and personal growth. Participants of the LDI are current community college deans, faculty, supervisors, senior administrators, and individuals who are trying to transition into the community college system (NCBAA, 2015). LDI prepares African Americans working in community colleges for senior-level leadership positions (NCBAA, 2015).

Presidents' Round Table

The Thomas Lakin Institute for Mentored Leadership

The Thomas Lakin Institute is sponsored by the Presidents' Round Table and the National Council on Black American Affairs, which was an affiliate of the AACC (Presidents' Round Table, 2015). The Lakin Institute prepares senior-level administrators for chief executive officer positions or senior level positions at community colleges (Presidents' Round Table, 2015). Alumni of the Lakin Institute represent over twenty-five percent of the current African-American community college presidents (Presidents' Round Table, 2015).

Types of Mentoring

Formal or Classic Mentoring

Whitfield and Edwards (2011) listed six primary characteristics of formal mentoring consisting of: (a) program objectives, (b) participant selection, (c) matching of mentors and protégés, (d) training, (e) meeting frequency guidelines, and (f) goal setting

and goal monitoring. To be sure, mentoring was deliberately pairing a more skilled or experienced person with a lesser skilled person, with the agreed upon goal of assisting the lesser skilled person in the growth and development of specific work-related competencies (Srivastava & Thakur, 2013). In a mentoring relationship, protégés observe and interact with organizational members in leadership positions (Muir, 2014). Many university leaders use formal mentoring programs to orient new faculty members to academic life (Lloyd-Jones, 2014). In formalized programs, new faculty members work with senior faculty members (Metzger et al., 2013). New faculty members in mentoring programs are offered the opportunity to learn the institution's structure and framework (Metzger et al., 2013). Within formal mentoring relationships, the mentor provides the mentee with professional knowledge, career advisement, and guidance (Kelch-Oliver et al., 2013; Kerssen-Griep, 2013). Senior administrators use formal mentoring to foster individual and organizational learning, reinforce positive organizational behaviors, promote well-being in the workplace, and career management (Laiho & Brandt, 2012).

Additionally, formal mentoring relationships provide guidance and support in the mentee understanding the importance of research to academic and professional goals needed for career advancement (Kelch-Oliver et al., 2013). Corner (2014) defined formal mentoring as an organizational strategy, with clear and established goals. The program goals must be measurable and held accountable. Senior administrators implementing mentoring programs for leadership development should provide training and role

definition for their selected mentors and mentees and provide structure and guidance for the entire duration of the mentoring relationship (Corner, 2014).

Formal mentoring meetings can take place two to four times a year, for a time frame of 60 to 90 minutes each, with the meetings ending with a written report of objectives and action items (Eddy, 2013). Formal mentoring programs vary in structure regarding policies and procedures used in matching protégés with mentors (Siegel, Schultz, & Landy, 2011). Formal mentoring relationships are structured with organizational assistance and arranged for a stated limited period, a minimum number of meetings of a specified length and may also specify mentoring content requirements (Kelch-Oliver et al., 2013; Siegel et al., 2011).

Furthermore, senior administrators incorporating formal or classic mentoring programs send the message that mentoring is an accepted and expected part of academic life for the development of young professionals (Lumpkin, 2011). University leaders who incorporate formal mentoring programs can have a positive effect on organizations by maintaining the existing organizational culture, increasing employee job performance, facilitating networking, decreasing turnover, and advancing careers (Lumpkin, 2011). Formal mentoring has a positive reputation in organizations (Laiho & Brandt, 2012). The cons of formal mentoring are that the mentoring relationship may feel forced, there may be mismatched arrangement between the mentor and mentee, or may lead to differences of opinion between the mentor and protégé (Law et al., 2014).

Informal Mentoring

Informal mentoring takes place when a senior faculty member provides junior faculty members with psychosocial support (Lloyd-Jones, 2014). Informal mentoring occurs when mentors and mentees build relationships through less structured contexts and serves more of a psychosocial function such as providing emotional support and guidance (Kelch-Oliver et al., 2013). Informal mentorship lacks written procedures and requires more time in the beginning stages to allow mentors and mentees to develop a relationship (Law et al., 2014; Metzger et al., 2013). Informal mentoring relationships typically last for a long period and may continue beyond work (Kelch-Oliver et al., 2013; Lumpkin, 2011). As compared to formal mentoring relationships, some informal mentoring relationships provided increased career-related support, greater communication and provided the mentees with encouragement needed for positive career success due to the voluntary participation (Eddy, 2013; Kelch-Oliver et al., 2013; Lumpkin, 2011).

Peer Group Mentoring

Through peer group mentoring, faculty with similar interests and rank develop supportive, reciprocal networks and collaborate in sharing career information and strategies (Collins et al., 2014; Lumpkin, 2011; Mangan, 2012). Peer communities facilitate organically (Collins et al., 2014) developing relationships through learning activities and career development, and help build connections to address psychosocial and emotional needs, contribute to the cohesion of the group cohesion, and reduction of isolation feelings (Lumpkin, 2011). In facilitated peer mentoring programs, members

typically work collaboratively in groups of three to five (Varkey et al., 2012). Peer

mentoring groups are sometimes advised by a facilitator (a senior leader) works with the

group in meeting their clear agenda and scholarly goals, or in an unstructured format with

open discussion (Colón-Emeric et al., 2012; Varkey et al., 2012**).** Peer mentoring groups

are a useful resource to enhance mentorship among faculty (Colón-Emeric et al., 2012).

Peer mentorship provides benefits for career outcomes such as tenure and promotion for

participating members (Collins et al., 2014).

Group Mentoring

Group mentoring was one or more mentors working with several protégés at one

time (Mangan, 2012). Group mentoring was the responsibility of every faculty member to

help with the development of new colleagues (Lumpkin, 2011). Group mentoring was

non-hierarchical and multiple mentors are involved in its flexible operation (Lumpkin,

2011). All participants of group mentoring share insights and experiences with each other

(Mangan, 2012). Group mentoring allows peers to interact with one another with the

mentor acting in the role of group facilitator (Mangan, 2012).

E-Mentoring or Virtual Mentoring

E-mentoring and virtual mentoring is a mentoring relationship that allows the

mentor and mentee to communicate electronically (Lindsay & Williams, 2014; Mangan,

2012). E-mentoring or virtual mentoring takes place when a senior level employee paired

with a lower level or less skilled employee through computer- mediated communication

(Lindsay & Williams, 2014). E-mentoring or virtual mentoring was useful for colleagues

separated due to distance and cannot easily meet in person in one location (Mangan, 2012). Email, Skype, and other social media platforms are used to allow the mentor and mentee to communicate one-to-one or in a group setting and can be formal or informal (Lindsay & Williams, 2014). It was recommended that members attend at least one face-to-face meeting if members can travel to one neutral location (Mangan, 2012).

<div align="center">**Benefits of Mentoring**</div>

Mentorship can have an important influence on employees' career guidance, choice, productivity, and satisfaction (Lumpkin, 2011; Steele, Fisman, & Davidson, 2013; Yehia et al., 2014). The role of mentoring presented in several studies improved faculty retention due to the implementation of faculty development mentoring programs (Steele et al., 2013). Mentoring relationships consist of the following elements: (a) assisting the mentee in reaching long-term goals; (b) providing professional development opportunities and psychological support; (c) benefiting both the mentor and mentee; (d) establishing a personal and professional relationship, and; (e) having an experienced and caring mentor who has experienced career advancement (Law et al, 2014). Mentoring has interpersonal and psychological benefits for mentees, mentors, and the organization (Reinstein et al., 2013).

Benefits to the Mentee

Mentored employees in organizations are more likely to receive promotions and salary increases compared to nonmentored employees (Metzger et al., 2013; Muir, 2014). Career satisfaction, belief in career advancement opportunities, and career commitment

better correlated with employees participating in mentoring programs (Metzger et al., 2013). Chang et al. (2014) described mentees benefits of mentoring in the three primary areas of personal growth, career advancement, and psychosocial support. Protégés become more experienced in their professions due to the opportunities provided by developmental mentoring while psychosocial mentoring seeks to develop the protégé socially within the organization (Reinstein et al., 2013).

Mentees gain skills in networking, negotiation, conflict management, academic writing, presentation, encouragement and guidance, and in planning their career path (Lumpkin, 2011; Steele et al., 2013). In addition, mentors assist mentees in gaining clarity about their strengths, interests, and values (Kerssen-Griep, 2013). Mentees are likely to experience greater satisfaction with their jobs, a lower job-related stress, and greater opportunities for success within the institution (Metzger et al., 2013). Mentees receive enhanced managerial skills because of mentoring relationships (Muir, 2014). Mentoring programs provide participants with a deeper understanding of the university culture, an awareness of the need for planning and career positioning, and confidence in decision-making (McMurray et al., 2012).

Benefits to the Mentor

Some organizations reward mentors by paying them additional monetary compensation for participating in the mentoring program (Newby & Heide, 2013). A second potential benefit to mentors was additional assistance in his or her job responsibilities that can free the mentor's time to work on new projects (Newby & Heide,

2013). Well-trained protégés provide assistance in the implementation of new programs and feedback from existing programs and policies (Newby & Heide, 2013). Third, the mentors may groom protégés to advance into their position that may provide the mentor with an opportunity to advance to a higher position (Newby & Heide, 2013). Mentors gain personal and job satisfaction from helping the mentee with growth development and career advancement (Metzger et al., 2013; Steele et al., 2013). Last, protégés gained valued information concerning organizational problems through mentoring relationship with protégés (Newby & Heide, 2013).

Benefits to the Organization

Successful mentoring was highly effective in organizations (Mangan, 2012). Mentoring can help leaders resolve some organizational problems such as the premature departure of employees, employees stagnated in their positions, employees feeling bored working in current positions, and lack of qualified people to promote in the organization (Newby & Heide, 2013). Mentoring programs are also useful to leaders in the development of managerial talent (Newby & Heide, 2013). Formal and informal mentoring programs are effective in academic settings (Newby & Heide, 2013). Mentoring relationships had the highest level of career success and career satisfaction for both mentors and mentees in organizations (Lee & Del Carmen Montiel, 2011). Identifying potential management early and incorporating leadership development opportunities are benefits associated with formal mentoring programs in organizations (Siegel et al., 2011).

Mentoring boost employee morale increases organizational productivity, and enhances career development of the mentee (Mangan, 2012). Mentoring creates positive organizational recruiting advantages and defends against promising employees leaving the organization (Reinstein et al., 2013). Mentoring benefits to the organization are enhanced socialization of new entrant to the profession (Siegel et al., 2011). Numerous studies have shown that improved socialization benefits to the organization are recognized by the mentees exhibiting improved job performance, stronger organizational commitment, faster promotion rates, and lower employee turnover (Dworkin et al., 2012; Lee & del Carmen Montiel, 2011; Reinstein et al., 2013; Siegel et al., 2011; Thurston et al., 2012).

Corner (2014) study results showed that the results of mentoring moved a higher percentage of the organization's high potentials into more senior leadership positions. The mentees attained higher levels of competency; training expenditures were reduced, and mentees reported higher levels of both engagement and job satisfaction (Corner, 2014). There are several benefits to the leaders in organizations that utilize mentoring programs such as mentoring offers organizations insight on their employees from other perspectives other than an employee, their work skills, and their duties on the job (Washington, 2011). Furthermore, mentoring helps leaders see their employees more personally and obtain knowledge of their personal needs as well as their work needs; the result was a loyal and productive worker (Washington, 2011).

Limitations of Mentoring

It was important that participants contribute to shaping mentoring programs (Bell & Treleaven, 2010). Bean et al. (2014) recommended that senior administrators in higher education institutions establish a mentoring culture. Due to rapid organizational changes, establishing a mentoring culture will help employees meet adaptive challenges; facilitate new learning and organizational resiliency (Bean et al., 2014). Lack of cultural congruence was one of the primary reasons that mentoring programs fail to be successful in an organization (Bean et al., 2014). Many mentoring programs were unsuccessful because they were not sufficiently rooted in a supportive organizational culture (Bean et al., 2014).

The amount of time spent by both the mentor and mentee was the single most important barrier to mentorship (Metzger et al., 2013; Tolar, 2012). Mentors' work with mentees not receiving academic recognition and mentees noted mentor's lack of appropriate skills as barriers to successful mentoring relationships (Metzger et al., 2013). Mentors may have different goals and values from those of their protégé (Newby & Heide, 2013). There may be limited access to a mentor as a mentoring relationship challenge (Thurston et al., 2012; Tolar, 2012).

The difficulty of providing sufficient structures and resources to support a quality mentoring experience and difficulty developing cross-gender mentoring relationships was another challenge (Tolar, 2012). Mentees encounter the inability to initiate a mentoring relationship (Thurston et al., 2012). Additionally, negative elements of mentorship

transactions are inadequate mentor guidance, poor supervisory interventions, and poor mentor and mentee communication (Ralph & Winter, 2013). Mentoring relationships can be a drain of time and energy for both the protégés and mentors as well as the poor performance of a protégé can be a negative reflection of the mentor (Wu et al., 2012). Others include forced relationships and a mismatch of mentors and mentees (Law et al., 2014). The purpose of this qualitative exploratory single case study was to explore how the mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions and to gain a better understanding of the benefits, limitations, and challenges associated with mentoring.

Summary and Conclusion

There is a gap in scholarly research regarding the relationship between mentoring and career advancement for community college potential future leadership (Bozionelos et al., 2011). The gap in scholarly research might be filled by conducting research on the influences of community colleges' senior level leaders or potential future leaders in academia through investigating mentoring practices. Researchers explored literature focusing on leaders, leadership styles, and leadership mentoring since the early 1900s in various industries (Whitely, Dougherty, & Dreher, 2006). Researchers failed to delve into the examination of leadership mentoring in community colleges among senior level leaders and potential future senior level leaders. Mentoring was a great success and has been found to be beneficial to organizations (Washington, 2011). Benefits of mentoring

programs include career and psychosocial development of the protégé (Ismail et al., 2012). The departure of senior level leaders in community colleges without viable replacement options create challenges related to attracting and retaining educators, and contributes to staff turnover (AACC, 2013). Due to the lack of training and mentoring opportunities for potential senior leaders in community colleges, the hiring and replacement of senior leaders into vacated positions are hindered (Corner, 2014).

In Chapter 3, I described the research design and methodology that I chose for this qualitative study. I also provided a rationale for why I chose the design and methodology over others. Furthermore, I described how the research method addressed the research question.

Chapter 3: Research Method

The purpose of this qualitative exploratory single case study was to explore how the mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions. The population for this qualitative study included three academic, administrative leaders from three different community colleges who have taken part in leadership mentoring programs in North Carolina to share their perspectives and experiences. I also reviewed organization documents and websites to explore other mentoring program information to demonstrate methodological triangulation of the data.

The implication this project has for positive social change is the potential to impact community colleges by contributing new knowledge for use by senior administration looking to promote qualified leaders into the positions of associate deans, vice presidents, and chief information officers by incorporating mentoring programs.

In this chapter, I will address the study's research design and rationale and the role of the researcher. In addition, research methodology, research questions, and instrumentation are discussed. I also covered participant selection, and procedures for recruitment and participation. Finally, data collection, data analysis plan, issues of trustworthiness, and ethical procedures are discussed.

Research Design and Rationale

Quantitative and qualitative research designs are both important methodologies in research (Arghode, 2012). Quantitative researchers study the phenomenon or occurrence

using numbers and the researcher's goal is to quantify the responses of a vast number of participants to interpret them in decision-making (Arghode, 2012).

A worthy topic should be included in qualitative research methods (Tracy, 2010). Qualitative research must be relevant, timely, significant, and interesting (Tracy, 2010). ase study design is appropriate for researchers using group observations and interview responses to determine how and why a situation exists and investigate a contemporary phenomenon in its real world context). The scope of a qualitative case study is an empirical inquiry that explores a contemporary phenomenon in depth and within its real-world context when there are no clear boundaries between the phenomenon and context (Stake, 1995). Qualitative case study inquiry explores a distinctive situation with many variables of interest and relies on multiple sources of evidence for methodological triangulation; the benefits include a viewpoint of theoretical propositions to guide data collection and analysis (Yin, 2014).

A qualitative case study approach was my chosen research method to best answer the research question. In case study design, the researcher studies the particularity and complexity of a single case and tries to understand its activity within important circumstances (Stake, 1995). An evaluation of an agency, person, or program can be the case (Stake, 1995). Case study has been one commonly used research method in business and education (Yin, 2014).

The focus of this case study was to explore how the mentoring programs at community colleges contribute to the career advancement of potential academic leaders

for administrative leadership positions in a real-life context. There is a need for leadership development at community colleges (Bozionelos et al., 2011; Eddy, 2013; Law et al., 2014; Lumpkin, 2011; McNair, 2014; Newby & Heide, 2013; Strom et al., 2011); however, research regarding the effectiveness of mentoring programs in institutions of higher education is limited.

To explore the experiences of community college leaders in administrative leadership positions, I utilized a qualitative exploratory case study. I interviewed a small number of participants so quantitative or mixed methods research was not appropriate for my qualitative study. Other researchers also used a case study approach to explore mentoring programs for developing leaders (Corner, 2014; Helyer, 2012; Jones, 2012; Muir, 2014). This design allowed me to conduct evaluations of organizational documents, study the phenomenon in a natural setting, determine what happened in mentoring programs, and why it happened as discussed by Yin (2014).

I considered utilizing the following qualitative designs to answer the research question for this qualitative study: ethnography, grounded theory, and phenomenology. The focus of ethnography is to examine shared patterns of behavior, beliefs, and language within a cultural group and requires observation over an extended period (Petty et al., 2012). Ethnographic research, as described by Kemparapj and Chavan (2013), was inappropriate because I did not conduct a cultural observation of a group. Researchers use grounded theory to generate a theory that explains social processes, actions, or interactions and was constructed or 'grounded' from the data received from the study

participants who experienced the phenomenon (Petty et al., 2012). I did not produce a

theory that explains the mentoring process so grounded theory research was not

appropriate. Phenomenological research requires the researcher to sample a large number

of participants needed to make sense of their unique lived experiences by exploring the

meaning of a phenomenon (Petty et al., 2012). This was not the intent of this qualitative

study; therefore, phenomenological design was also not appropriate.

In case study research, a research question is constructed in the form of *why* or

how (Wahyuni, 2012). The central research question that guided the qualitative study was

as follows: How might the mentoring programs at community colleges contribute to the

career advancement of potential academic leaders for administrative leadership positions?

Interview Questions

1. What type of mentoring program does your organization have available for

   potential associate deans, vice presidents, and chief information officers?

2. What was the configuration of your mentoring program?

3. What are the strengths of your mentoring program?

4. What areas of your mentoring program need improvement?

5. How would you define the successful achievement of mentoring objectives?

6. How could your community college further assist you in coordinating the

   mentoring program?

7. What other information would you like to provide that I have not addressed?

Role of the Researcher

The qualitative researcher is a part of a study and is the research instrument (Erlingsson & Brysiewicz, 2013). In my qualitative study, I served as the research instrument using an exploratory case study design. I am a community college instructor and am interested in exploring mentoring programs that potential leaders can pursue that might assist in their development for leadership positions. As a resident of North Carolina and as an instructor at a community college for the past 15 years, I am familiar with the community colleges in the state and also with the different organizational structures, policies, and hiring and promotion procedures. My experience in the North Carolina Community College System was beneficial to my research topic and the content of my qualitative study.

Researchers typically use a smaller sample in qualitative research (Erlingsson & Brysiewicz, 2013). My qualitative research study used a purposeful sampling strategy. I purposely selected participants who: (a) had experience in the phenomenon about which I hoped to understand, and (b) were working in senior administrative, leadership positions. To help deepen the understanding of a case study, I collected data from a variety of sources, including: semistructured face-to-face interviews, observations, document analysis, and website analysis as suggested by Petty et al. (2012). I asked the participants open-ended questions utilizing an interview protocol (see Appendix B) and audio recorded and transcribed the interview responses.

I chose participants that I did not personally know and who did not have any working relationships with me or the community college where I am currently or have previously worked. I asked the human resource directors at three different community colleges to recommend individuals who fit the criteria to become a participant, and I reviewed the organization's website to locate email addresses of the individuals who might be interested in participating in this qualitative study. I paired the secondary data with the semistructured interviews to serve as a model for my qualitative, exploratory case study and as a demonstration for methodological triangulation of the data. I analyzed and coded the collected data with NVivo Plus to identify themes, categories, patterns, and generalizations.

Researchers also create bias in the analysis of research data due to a researcher's experiences, personal values, attitudes, perspectives, and preconceptions (Kemparapj & Chavan, 2013). In the role of the researcher, it is important to respect the data acquired through a personal lens and understand how different people experience the world (Bernard, 2013). Researchers can accomplish this task by putting aside, or bracketing, their personal biases so that they do not filter other people's experiences through their cultural lens and can better understand the experiences as others experience them (Bernard, 2013). To mitigate bias, I identified my personal bias and engaged in bracketing, or the process of exposing my personal bias that I cannot easily eliminate, as noted by Onwugbuzie and Byers (2014).

Methodology

Participant Selection Logic

Qualitative researchers believe that researcher participation enriches the study (Erlingsson & Brysiewicz, 2013). Case study data consists of interviews, participant observations, and document review (Yin, 2014), which eliminates the need for a large sample size. Purposeful sampling is one choice for a case study (Suen et al., 2014). I used purposeful sampling strategy in my qualitative research study because it allowed me to select intentionally a sample of individuals who have the best information about the problem under investigation.

Researchers use data saturation to determine the purposeful sample size (Walker, 2012). In addition, researchers saturating the data in exploratory case study design include interviewing participants with the most knowledge and ability to answer the research questions (O'Reilly & Parker, 2012). I interviewed three academic leaders from three different community colleges who have participated in mentoring programs and advanced to the position of associate dean, vice president, and chief information officer. I also used member checking to enable the data to reach saturation as discussed by Harper and Cole (2012). I conducted the initial interview, interpreted what the participants shared with me and shared the interpretation with the participants for validation through member checking. The data is saturated when one has collected no new information, no new themes emerge, no new coding to complete, and there was enough information to replicate the study (Fusch & Ness, 2015).

I selected study individuals and sites that understand the research problem and could answer the research question**.** The participants for the study were three senior administrators working in three different community colleges in North Carolina. The sample for this qualitative case study included three participants working in the positions of an associate dean, vice president, and a chief information officer and had attended a mentoring leadership program and advanced in their careers.

I asked the human resource directors at three different community colleges to recommend individuals who fit the criteria to become a participant. I checked the company's website to locate email addresses of potential participants. The research justified a small participant sample size for this qualitative study. Bernard (2012) stated that the number of participants needed for a qualitative study was a number he could not quantify, but that the researcher takes what he can get.

I emailed an introductory letter that included the focus of the qualitative study, the degree of participant involvement, and right to consent forms to the participants. I collected data from the participants through semistructured, face-to-face interviews in an appropriate interview setting of the participants' choice and convenience. I scheduled the interviews to last no more than a period of 60 minutes.

Instrumentation

I served as the data collection instrument as indicated by Yin (2014). I collected data by conducting semistructured, face-to-face interviews with senior administrators of community colleges. The second data source consisted of organizational documents that

contained the details of the mentoring leadership programs used by employees. The information obtained from the interview and the organization's records allowed for a deeper analysis of the structure of the mentoring leadership programs that assisted with career advancement of the participants. The interview protocol (see Appendix B) served as the guide for all of the interviews conducted in the qualitative study. The triangulation of data, such as interviews and record review, creates credibility in a qualitative study (Erlingsson & Brysiewicz, 2013).

Researchers should design interview protocols before the interview to use as a procedural guide through the interview process (Jacob & Furgerson, 2012). The interview protocol and script (see Appendix B and Appendix F) I created were the same for all of the semistructured, face-to-face interviews for reliability and validity of the research instrument. The interview protocol had open-ended questions, follow-up questions, and probes to allow flexibility for the participants to elaborate on their response to the interview questions. Harper and Cole (2012) suggested that researchers use member checking to capture the meaning of participant responses; therefore, I used member checking to allow participants the opportunity to check if the words used in the transcript accurately captured what each participant intended to say.

Procedures for Recruitment, Participation, and Data Collection

The primary data sources for this qualitative study consisted of written transcriptions of audiotaped interviews from each of the three participants. I created open-ended questions

as an interview guide (see Appendix B). Figure 2 is an illustration of the data collection, analysis, and distribution process.

Data collection steps for the qualitative study were (1) email an introductory letter that will include the focus of the qualitative study and the degree of participant involvement, informed consent forms, and letters of cooperation to the participants, (2) schedule semistructured face-to-face interviews with participants at an appropriate setting of the participants' choice to last no more than a period of 60 minutes, (3) collect data from participants interviews using open-ended questions guided by an interview protocol and audio recorded, (4) collect organizational document, and (5) conduct transcript review and member checking after the initial interviews via telephone, email correspondence, or follow up semistructured face-to-face interviews.
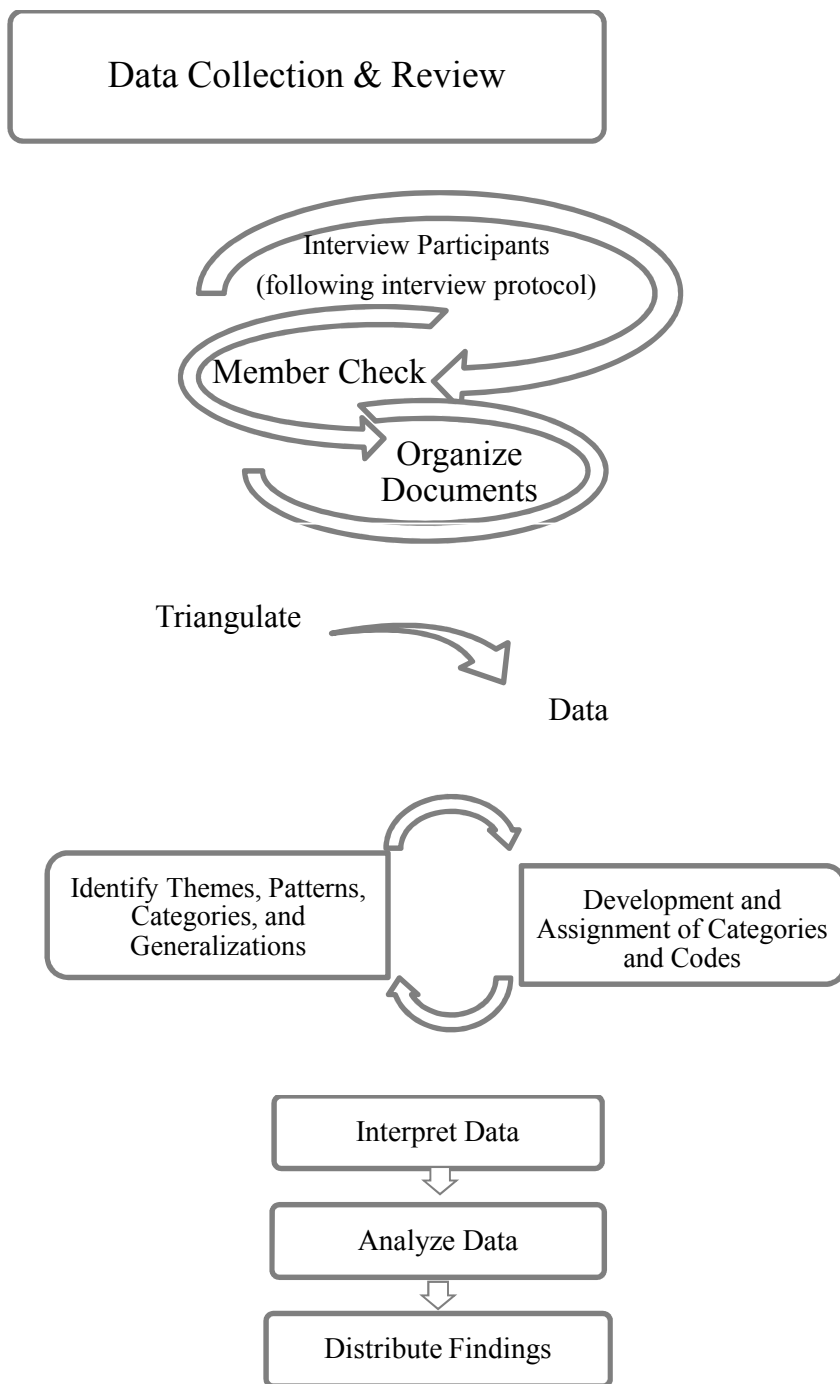
Figure 2. Flow chart of data collection, analysis, and distribution process.

Primary data from for a qualitative case study design is usually collected using semistructured interviews with experts (Wahyuni, 2012). The forms of data I received were demographics, curriculum vitae, organizational charts, and job descriptions of the academic leaders being interviewed. I asked the human resource directors at three different community colleges to recommend individuals who fit the criteria to become a participant. I obtained consent from the participants to receive and review the data. I created interview questions in advance. I created an interview protocol (see Appendix B), and I asked each participant to answer the following interview questions.

Interview Questions

1. What type of mentoring program does your organization have available for potential associate deans, vice presidents, and chief information officers?

2. What was the configuration of your mentoring program?

3. What are the strengths of your mentoring program?

4. What areas of your mentoring program need improvement?

5. How would you define the successful achievement of mentoring objectives?

6. How could your community college further assist you in coordinating the mentoring program?

7. What other information would you like to provide that I have not addressed?

I conducted the face-to-face interviews in a place that was quiet and free from distractions. The participants choose their preferred interview location. I scheduled the length of the semistructured interview for one hour. I had the participants sign consent

forms, explained to them (a) the purpose of the qualitative study, (b) that participant

involvement is voluntary, (c) participants' right to withdraw at any time without penalty,

(d) the amount of time allotted for the interview, (e) the information received was

confidential, (f) the participants' names are kept confidential in the qualitative study, and

(g) the plans for using the results.

A semistructured interview allows the researcher to use an interview protocol, but

also provides flexibility in wording and for further probing with follow-up questions

(Jacob & Furgerson, 2012). I asked the participants to call or email me if follow-up

information comes to mind and I asked permission to contact them if I need more

information for interpretation purposes. An interview session can be audio recorded and

transcribed at the same time (Jacob & Furgerson, 2012). I asked open-ended questions

utilizing an interview protocol, audio recording, and transcribed the interview answers. I

was aware that there were going to be interviewing and observing issues I should

consider. I also used secondary data from internal publications provided by the

participants and publically available data relevant to the research topic for document

review.

Data Analysis Plan

The purpose of this qualitative exploratory single case study was to explore how

the mentoring programs at community colleges might contribute to the career

advancement of potential academic leaders for administrative leadership positions.

Qualitative data is subjective in nature and includes an exploration of participant attitudes

and beliefs, and an understanding of a specific business problem (Amerson, 2011). In the data analysis process, the researcher will draw inferences from the raw data (Wahyuni, 2012). Yin (2014) recommended a five analytic technique strategy as the best preparation for conducting a qualitative case study: (a) pattern matching, (b) explanation building, (c) time-series analysis, (d) logic models, and (e) cross-case synthesis. I used pattern matching logic when I analyzed data from my qualitative study. Pattern matching logic compares an empirically based pattern based on the findings from the case study.

I transcribed interview responses from audio recordings into Microsoft Word. I interpreted the meaning of the data by making sense of the data. I analyzed the data by looking for patterns, themes, and meanings to extract from the case studies. In a case study, researchers use an analysis process or a product of analysis or the combination of both (Yin, 2014). After the data analysis, I then wrote a case record.

I mitigated bias by having standardized questions and interactions with each interview participant. I asked all of the participants the same questions, in the same order. I was aware of the possibility of my personal preconceptions during the interviews and analysis of the information and was careful to avoid those preconceptions. I used member checking to ensure that I had captured the meaning of the participants' responses, as discussed by Harper and Cole (2012). Member checking is primarily used in qualitative research methodology and is utilized by a researcher as a quality control process to improve the accuracy, credibility, and validity of the information recorded from an interview (Harper & Cole, 2012). I conducted member checking with all of my

participants after I conducted the final interviews, interpreted what the participants shared with me, and then I shared the interpretation with the participants for validation.

Data management involves data storage, transcribing audio sources, and cleaning the data (Wahyuni, 2012). After I had received the required items from the participants, I stored the hard copies of the collected information in a fireproof locked safe and assigned a computer password to the electronic files for protection. I recorded the interviews and transcribed the information. It was crucial that I checked the accuracy of the voice recording and the transcripts as discussed by Wahyuni (2012). I also kept all of the participants' information confidential such as the participants' names and research organizations. I used NVivo Plus to store, code, retrieve, compare, and link data. I assigned each participant a unique code to represent each interview. I analyzed the data by looking for patterns, themes, and generalizations. An advantage of using NVivo Plus was that I had the ability to keep all of my data in a single location and sorted the data by category headings.

I evaluated the outcome of my data analysis given the theoretical foundation of Kram's (1985) mentor role theory. I used this framework for interpreting the meaning of the data collected in understanding the mentoring career and psychosocial functions as they relate to mentoring relationships, protégé development, and career advancements within an academic setting. The categories I used to analyze mentoring career and psychosocial functions were sponsorship, exposure-and-visibility, coaching, protection, challenging assignments, role modeling, acceptance-and-confirmation, counseling, and

friendship. The themes for the mentor relationship phases I used were initiation, cultivation, separation, and redefinition. I compared the data with established theories related to the phenomenon. I measured the data by the frequency of recurring themes found in the data and compared my findings to previous studies to validate the findings.

Issues of Trustworthiness

Credibility

Ali and Yusof (2012) stated that the goal of reliability was for the researchers to minimize the errors and biases in a study. Participant recruitment is an important aspect of case study research results to ensure credibility (White, Oelke, & Friesen, 2012). I conducted the initial interview, interpreted what the participants shared with me, and shared the interpretation with the participants for validation through member checking. I provided a clear and broad understanding of the senior administrators' perceptions of mentoring leadership programs regarding career advancement and effectiveness. Methodological triangulation is a major strength of case study data collection (Yin, 2014). Methodological triangulation takes place when the researcher incorporates multiple data sources of evidence to create more quality in the case study and improve the validity (Yin, 2014). I used secondary data from internal records and publications provided by the participants and publically available data relevant to the research topic for document review. Strategies to establish validity in case study research include presenting multiple sources of evidence, linking the evidence, and utilizing member checking (Amerson, 2011).

Transferability

In order to ensure transferability, three different participants on three different leadership levels volunteered to be interviewed for me to gain a diverse range of perceptions. To ensure the credibility of research results, the researcher must use consistent data collection (White et al., 2012). I used an interview protocol (see Appendix B) focused on the research questions for each participant with the most knowledge on mentoring programs and an interview script (see Appendix F), in order to reach data saturation as indicated by Erlingsson and Brysiewicz (2013); however, transferability was always left up to the reader to decide (Marshall & Rossman, 2015; Porte 2013).

Dependability

Dependability exists when another researcher can follow the decisions of the current researcher (Onwugbuzie & Byers, 2014). To create dependability in my qualitative study, I provided systematic details throughout the study regarding the participants' responses to the interview questions that I received from the audio recordings and the written transcripts. Participants reviewed the written transcripts after each interview to ensure accuracy in the documentation by utilizing member checking as a quality process as discussed by Erlingsson and Brysiewicz (2013). I had my participants review the transcripts for accuracy and then I presented the documentation for another review by the participants if I noted that the participants indicated changes.

Member checking allows the researchers the opportunity to verify the meaning of the results to improve the validity and reliability of the research (Harper & Cole, 2012). I

used member checking by reviewing and interpreting the interview transcripts, and writing each question followed by a succinct synthesis. I read the printed copy of the synthesis to the participants and asked the participants if the synthesis represented the meaning of answers they had provided or if there was additional information to include. I continued the member checking process until there was no new data to collect.

Confirmability

Conformability of the research results is ensured through four key processes: (a) by creating an audit trail, (b) internal audit, (c) external audit; and (d) a written final research report (White et al., 2012). I completed a detailed account of all data collection and data analysis of research activities. I documented any changes made during the research along with the rationale for the change. I made sure internal audits of coding and themes for the qualitative study were completed. I also made sure external audits of the data were completed by an expert in qualitative data analysis to confirm that the inferences made in the data are logical as discussed by White et al. (2012). Last, I wrote a final research report to increase the conformability of the research results.

Ethical Procedures

Before I conducted the interviews with each participant, I provided them with a copy of the Institutional Review Board (IRB) approval document, consent form, confidentiality agreement, rules of participation and early withdrawal, treatment of data procedures, and the exit debrief session. A consent form provides information on voluntary participation in the research, purpose of the qualitative research study,

procedures for the research, participation risks and benefits, compensation, the rights of

the participants to withdraw from the qualitative research study without penalty at any

time, privacy protection of collected data and confidentiality of the data results (Gibson,

Benson, & Brand, 2013).

I stored all interview recordings, transcripts, and field notes in a locked fireproof

safe in my home and I stored the electronic data files on my home computer under

password protection. I will permanently erase electronic data files and delete them from

the hard drive after the required 5-year period. I will also make sure to properly save and

destroy paper files by shredding them after the required 5-year period. I kept participant

names, mentor names, and organizations confidential by assigning pseudonyms to each

participant. Member checking is utilized by a researcher as a quality control process to

improve the accuracy, credibility, and validity of the information recorded from an

interview (Harper & Cole, 2012). I used member checking by returning to the

participants with a summary of what they said during the interview and asking the

participants to verify that I captured the meaning of what they said during the interview. I

minimized possible conflicts of interests addressed in my IRB application by

interviewing participants who were not employed at my current organization. I did not

interview participants who I know personally.

Summary

This chapter provided an explanation of the research method, design, and

rationale of the qualitative study. I addressed the role of the researcher along with the

participant selection logic, instrumentation, and procedures for recruitment, participation, and data collection. I discussed the details of the data analysis plan. I listed issues of trustworthiness in regards to credibility, transferability, dependability, and confirmability. The importance of following ethical procedures are mentioned such as Institutional Review Board (IRB) approval, participant consent form guidelines, confidentiality agreements, participant rights, data collection methods, storage, and disposal.

Chapter 4 includes a review of the setting in which the qualitative study took place, demographics of the participants, and data analysis to include coding of various categories. Chapter 4 also includes evidence of this qualitative study's trustworthiness and a discussion of the results of the qualitative study. The chapter concludes with a summary of the answers to the research questions of this qualitative study.

Chapter 4: Results

The purpose of this qualitative exploratory single case study was to explore how mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions. The participant selection for this qualitative study included three academic, administrative leaders who have partaken in community college leadership mentoring programs in North Carolina to share their perspectives and experiences. I also reviewed organization documents to explore other mentoring program information to demonstrate methodological triangulation of the data. The central research question guiding the qualitative study was how might mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions.

Chapter 4 includes the research setting of the qualitative study, participant demographical information, and characteristics relevant to the qualitative study. This chapter also includes detailed information about the data collection and data analysis methods, and evidence of trustworthiness. The chapter concludes with a summary of the study's results.

Research Setting

Participating Community College Profiles

Community College A is an accredited 2-year public school on a 16-week semester academic calendar year schedule offering courses year round. The school is made up of 35% men and 65% women. The campus has an average undergraduate

student population of approximately 5,000 a year. The student body diversity for

Community College A is 59% Caucasian, 23% African-American, 1% Asian-American,

10% Hispanic, 1% Native American, 2% two or more races, and 4% unknown race

population. The graduation rate is 39%. Community College A had a total of 899 staff

which consists of 162 full-time faculty, 370 part-time faculty, 5 senior administration, 23

full-time and 71 part-time service maintenance, 87 full-time and 12 part-time staff, 27

full-time and 47 part-time support, and 77 full-time and 18 part-time technical

paraprofessional in the academic year of 2014 through 2015.

Community College B is also an accredited two-year public school on a semester

academic calendar year schedule. The coed status of Community College B consists of

45% men and 55% women. The campus has an undergraduate student population around

70,000 a year. The student body diversity is 52% Caucasian, 23% African-American, 3%

Asian-American, and 8% Hispanic, 1% Native American, 3% two or more races, 7%

international students, and 3% unknown race population. The graduation rate is 70%.

Community College B had a total of 2,305 staff which consists of 577 full-time faculty,

956 part-time faculty, 23 senior administration, 14 service maintenance, 294 full-time and

50 part-time staff, 103 full-time and 52 part-time support, and 183 full-time and 53 part-

time technical paraprofessional in the academic year of 2014 through 2015.

Community College C is an accredited two-year public school on a semester

academic calendar year schedule. The coed status of the school is 45% men and 55%

women. The campus has an undergraduate student body around 25,000 a year. The

student body diversity at Community College C is 63% Caucasian, 24% African-American, 1% Asian-American, 7% Hispanic, 2% two or more races, and 3% unknown race population. Community College C had a total of 1,067 staff which consists of 174 full-time faculty, 548 part-time faculty, 9 senior administration, 17 service maintenance, 79 full-time and 31 part-time staff, 49 full-time and 36 part-time support, and 48 full-time and 76 part-time technical paraprofessional in the academic year of 2014 through 2015.

Demographics

The sample for this study consisted of three community college academic senior administrative leaders, which met the criteria to participate in this qualitative study. I used purposeful sampling strategy in this qualitative case study. Purposeful sampling allowed me to intentionally select a small sample of senior administrators working at community colleges who have first-hand knowledge regarding mentoring and career advancement within the community college arena.

After receiving approval from Walden's Institutional Review Board (IRB #12-03-15-0318371), I invited research participants to take part in my qualitative study, collected and analyzed the data, and reached data saturation. The potential to saturate the data determines the purposeful sample size, so I justified a sample size of three and eliminated the need for a large sample size as indicated by Walker (2012).

To obtain my sample, I first called three community college human resource departments. I identified myself and explained the reason for which I was calling to the colleges' representatives. I provided each of the community colleges information

regarding the university I attended, my program of study, and the qualitative research study I was conducting. I afforded the school representatives the opportunity to ask questions if they were unclear on any aspect of my reasons for contacting them. Upon completing my greeting and disclosures, I requested a letter of cooperation from each college to allow me to recruit participants from their institution. I began contacting community colleges on January 27, 2016, and concluded contacting community colleges on February 9, 2016.

Initial contact with potential participants came via a recruitment email I sent to those who qualified to participate in my qualitative study (see Appendix C). Contact information (names, email addresses, and phone numbers) for potential participants came from the community colleges' human resources departments and the colleges' websites. During recruitment, I informed the potential participants of who I am, my school and program, and the reason I contacted them. I informed the potential participants that they would receive an information email and a consent form if they were willing to participate in the qualitative study (see Appendix A). I emailed consent forms to participants that agreed to take part in this qualitative study. The final task of recruitment entailed asking the participants to read, review, sign, and return the signed form to me by the specified date or the date of the interview. I asked the participants to keep a copy of the signed informed consent for their records and reminded them that they could withdraw from the qualitative study at any point without receiving any consequences from their employer or myself. Each participant expressed a willingness to share their perspectives and

experiences regarding their respective colleges' mentoring programs voluntarily (see Table 1).

All participants were senior administrative leaders who have advanced into positions of associate dean, vice president, or chief information officer, have had partaken in a community college leadership mentoring program in North Carolina, and have partaken in community college leadership mentoring programs in North Carolina. The three participants consisted of two females and one male, who were all were U.S. citizens with and whose native language was English as their native language. Their salaries ranged from $70,000 to $150,000 annually. The ethnic makeup of the sample included two African-Americans and one Caucasian.

For more than 3 years, Azalea served as vice president at Community College A. (personal communication, 2-04-2016; confirmed through member checking, 3-09-2016). Azalea's previous positions included dean, chair, executive director, and associate dean (personal communication, 2-04-2016; confirmed through member checking, 3-09-2016). Azalea has over 10 years of work experience in the community college system and has a doctorate's of education degree (personal communication, 2-04-2016; confirmed through member checking, 3-09-2016).

At the time of this study, Bayberry was serving in the position of associate dean at Community College B and has served in that capacity for over 10 months (personal communication, 2-02-2016; confirmed through member checking, 3-10-2016). Bayberry has over 16 years of work experience in the community college system and has a

master's of science degree in education and is currently pursuing a doctorate's of philosophy in business administration. (personal communication, 2-02-2016; confirmed through member checking, 3-10-2016). Bayberry's previous positions included director, instructor, and adjunct instructor. (2-02-2016; confirmed through member checking, 3-10-2016).

At the time of the study, Crocus was serving in the position of chief information officer at Community College C and had been there for almost 3 years (personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). Crocus has 10 years of work experience in the community college system and has a master's degree in management and information services (personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). Crocus's previous positions included executive director, director, developer, and programmer. (personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). Table 1 illustrates the profiles of the interview participants in this study.

Table 1

Participants' Profile

Pseudonym	Community College	Title	Degree	Years Working in Community College System	Previous Titles
Azalea	Community College A	Vice President	Doctorate of Education	Over 15	Dean, Chair, Executive Director, and Associate Dean
Bayberry	Community College B	Associate Dean	Master in Education, Pursuing a Doctorate's of Philosophy in Business Administration	Over 16	Director, Faculty, Instructor, Adjunct Instructor, and Institutional Effectiveness Liaison
Crocus	Community College C	Chief Information Officer	Masters in Management and Information Services	Over 10	Executive Director, Director, Developer, and Programmer

Data Collection

I collected data from three community college's academic senior administrative

leaders regarding the experiences in community college's mentoring programs.

Instruments

I, the researcher, was the primary data collection instrument for this qualitative

case study. I used a semistructured interview instrument to collect data from my

participants. Each interview conducted consisted of seven open-ended interview

questions (see Appendix B) to capture the participant's experience and perception of how

the mentoring programs at community colleges contribute to the career advancement of

potential academic leaders for administrative leadership positions (Unluer, 2012). I

scheduled semistructured, face-to-face, audiotaped interviews regarding mentoring

programs as community colleges in a private location of the three participants' choice.

Researchers conducting semistructured interviews using open-ended questions are

suitable for gathering information that occurs spontaneously during the interviews

(Doody & Noonan, 2013).

Data Collection Techniques

I began the interviews with a brief introduction and an overview of my qualitative

research study. I thanked the participants for taking the time to participate in the

qualitative study. I reviewed the informed consent form with each participant again and

allowed each participant to ask questions if they needed clarification. I reiterated to the

participants that I would not use participant's personal information for any purposes

outside this research project and would assign them pseudonyms to maintain

confidentiality and anonymity. Once the participant acknowledged that they understood

the terms of this qualitative study and they wish to continue to be a part of this qualitative

study, I moved forward with conducting the qualitative study.

Azalea interviewed for the duration of 60 minutes in a public location that was

close and convenient for them on February 4, 2016. A follow up 30-minute telephone

interview took place on February 18, 2016. A member checking 30-minute interview

took place on March 9, 2016.

Bayberry and Crocus both interviewed in an office at their respective community college campuses. Bayberry's interview lasted for 30 minutes on February 2, 2016. A follow up 20-minute telephone interview took place on February 17, 2016. A member checking 30-minute interview took place on March 10, 2016. Crocus' interview lasted for 50 minutes on February 12, 2016. A member checking 30-minute telephone call took place on March 15, 2016.

I used an interview protocol (see Appendix B) to create an order of the data. The protocol contained semistructured, open-end questions suitable to promote flexibility during the interviews. I used the interview protocol to allow the senior administrators the opportunity to reveal their views on community college mentoring programs. I took field notes on the key comments shared by the participants during the interviews. I recorded the interviews using audio recording software on my laptop. The digital recording saves time and costs associated with data management from interviews (Tessier, 2012). I assigned a pseudonym to each participant on the recordings before asking the interview questions.

Data Organization Techniques

I used interview scripts (see Appendix F) to organize the initial and follow-up participant interviews during the data collection process. I began the interviews with a brief introduction and an overview of my qualitative research study and thanked the participants for taking time out of their busy schedules to participate in the qualitative study. I reviewed the informed consent with each participant again and allowed each

participant to ask questions if they were in need of clarity. I reiterated to the participants that I would not use their personal information for any purposes outside this research project, and I would assign them pseudonyms to maintain confidentiality and anonymity. Once the participants acknowledged that they understand the terms, and they wish to continue to be a part of this qualitative study, I moved forward with conducting the interviews.

Azalea interviewed for 60 minutes at a restaurant in a public location that was close to me and convenient for the participant who arrived there after a prior engagement on February 4, 2016. The interview took place at a restaurant during lunchtime, and the restaurant had a lot of customers. The participant indicated that she felt comfortable and confident interviewing in this restaurant because it was the same place where she interviewed participants for her own qualitative research study. A follow-up 30-minute telephone interview took place on February 18, 2016 (see Appendix F) so that I could collect more data to answer the research question. I typed each interview question in Microsoft Word and typed the word-for-word response from the participant. I emailed the interview transcript to Azalea on February 20, 2016, and asked if the transcript was correct, but I did not receive any feedback to make changes to the transcript. A member checking 30-minute telephone interview took place on March 9, 2016, to confirm that I had captured the meaning of what was said during the interview.

Bayberry's interview was in her community college office. The interview took place on a late Tuesday afternoon. There was not a lot of activity on campus at that time.

Bayberry was relaxed and accommodating during the interview. Bayberry's interview lasted for thirty minutes on February 2, 2016. I typed each interview question in Microsoft Word and typed the word-for-word response from the participant. I emailed the interview transcript to Bayberry on February 4, 2016, and asked if the transcript was correct. I received feedback from the participant to make a few minor changes to the transcript on February 14, 2016. I made the changes as applicable. A follow-up 20-minute telephone interview took place on February 17, 2016 (see Appendix F) so I could gather more data to answer the research question and to confirm the changes made to the transcript were correct. The participant confirmed that the edits made were correct. A member checking thirty-minute telephone interview took place on March 10, 2016.

Crocus' interview took place at a conference table in his community college office. It was at a quiet time on a Friday early afternoon. Crocus cleared his calendar to be able to participate in the interview without interruptions. Crocus appeared to be comfortable and relaxed during the interview. There were not many students or employees on campus during our interview time. Crocus' interview lasted for fifty minutes on February 12, 2016. I typed each interview question in Microsoft Word and typed the word-for-word response from the participant. I emailed the interview transcript to Crocus on February 15, 2016, to ask if I needed to make any corrections, but I did not receive any feedback to make changes to the transcript. A follow-up 30-minute telephone interview took place on March 15, 2016 (see Appendix F) so that I could collect more data to answer the research question and conduct member checking.

I used an interview protocol (see Appendix B) for each interview. Interview protocols create an order of the data the protocol contained semistructured, open-end questions suitable to promote flexibility during the interviews (Doody & Noonan, 2013). My use of an interview protocol allowed the senior administrators the opportunity to reveal their views regarding community college mentoring programs (Unluer, 2012). I used field notes to document the key comments shared by the participants during the interviews, as recommended by Tessier (2012). I typed all field notes into Microsoft Word after the interviews and stored them in each participant's coded electronic files. I stored the handwritten field notes in a locked fireproof safe in my home and recorded the interviews using audio recording software on my laptop. Digital recording saves time and costs associated with data management from interviews (Tessier, 2012). I stored all of the participant interview recordings in electronic folders on my password-protected laptop.

Data Analysis Technique

In analyzing qualitative case study data, the researcher organizes the collected data, identifies themes, finds patterns, and synthesizes the data to present specific study outcomes (Malterud, 2012). In the data analysis process, the researcher draws inferences from the raw data (Wahyuni, 2012). Yin (2014) recommended a pattern matching analytic technique strategy as the best preparation for conducting qualitative case study analysis. Pattern matching logic compares an empirically based pattern based on the findings from the qualitative case study (Yin, 2014).

The following is a list of interview questions responses that I utilized for the data analysis:

1. What type of mentoring program does your organization have available for potential associate deans, vice presidents, and chief information officers?

2. What was the configuration of your mentoring program?

3. What are the strengths of your mentoring program?

4. What areas of your mentoring program need improvement?

5. How would you define the successful achievement of mentoring objectives?

6. How could your community college further assist you in coordinating the mentoring program?

7. What other information would you like to provide that I have not addressed?

I collected data from the semistructured, face-to-face interviews, and I reviewed organizational documents and websites to triangulate the data. After completing the follow-up interviews with the participants, I entered the audio recordings into VoiceBase voice recognition software. I transcribed the interview data by listening to the participant interview data several times to be certain that the written transcription was accurate. The VoiceBase software was suitable for coding and analyzing the collected data due to the keyword or phrase spotting feature. The keywords and phrases listed in the transcription print out assisted in drawing conclusions from the data. I used the quotes from the participants' interviews to illustrate the themes used in qualitative case study research reports (Franzosi, Doyle, McClelland, Rankin, & Vicari, 2013).

After receiving the transcript reviews from participants, I erased the audio recordings and typed the data into NVivo Plus. I compiled, disassembled, and reassembled the data, interpreted the meaning, and concluded the meaning of the collected data (Yin, 2014). This analysis method is appropriate for single-case, qualitative research studies (Yin, 2014). The data analysis process was useful in uncovering the themes that answered my research question. The data analysis process provided a framework to understand how mentoring might contribute to the career advancement of potential leaders in community colleges and the strategies that senior administrators need to prepare for the retirement of current leaders. I analyzed the data after the collection process.

Researchers should search for promising patterns, insights, or concepts that may emerge while manipulating the data. Creating a matrix of categories and entering the evidence under each category, creating data displays and keeping track of the frequency of different events assist the researcher in the data analysis process (Yin, 2014). I organized the collected data into meaningful themes and categories relating to mentoring programs selected from the literature review findings and Kram's (1985) mentor role theory. There were nine themes that emerged from participant interviews and the review of organizational documents and websites; they were: (a) leadership development program, (b) formal mentoring, (c) internal mentoring program configurations, (d) mentoring challenges, (e) succession planning, (f) importance of mentoring in community colleges, (g) informal mentoring, (h) professional development program, and (i) benefits

of mentoring. I selected initial categories before the data collection process and then created new categories as I continued to analyze the data.

I recorded the interview questions and the data from the transcripts into NVivo Plus. The process of compiling the data assisted me with the organization of the participant responses to the interview questions (Yin, 2014). After I had compiled all of the data collected, I started to disassemble the data as recommended by Yin (2014). I used NVivo Plus to store, code, retrieve, compare, and link data. I assigned each of the three participants a pseudonym to represent each interview. I analyzed the data by looking for patterns, themes, and generalizations. An advantage of using NVivo Plus is that I had the ability to keep all of my data in a single location and sort the data by theme headings. After I had disassembled the data, I started to reassemble the data until no more themes emerged as recommended by Yin (2014) in the data analysis process. I then started to interpret the meaning of the data based on the themes and patterns that emerged (Yin, 2014). The last step in the data analysis process was concluding the data (Yin, 2014). I used the research question to conclude the themes and patterns to understand the findings of this qualitative case study as recommended by Yin (2014). I compared and analyzed the data collected as framed by Kram's (1985) mentor role theory and the existing body of knowledge about the topic to validate the qualitative study findings.

Evidence of Trustworthiness

Credibility

Yin (2014) stated that the goal of reliability is for the researcher to minimize the errors and biases in a qualitative study. Participant recruitment is an important aspect of qualitative case study research results to ensure credibility (White, Oelke, & Friesen, 2012). I conducted the initial interview, interpreted what the participants shared with me, and shared the interpretation with the participants for validation through member checking (Harvey, 2015). I provided a clear and broad understanding of the senior administrators' perceptions of mentoring leadership programs regarding career advancement and effectiveness. Researchers use methodological triangulation as a major strength of qualitative case study data collection (Yin, 2014). Methodological triangulation takes place when the researcher incorporates multiple data sources of evidence to create more quality in the qualitative case study and improve the validity (Yin, 2014). I used secondary data from internal records and publications provided by the participants and publically available organizational website data relevant to the research topic for document review. Furthermore, the strategies I utilized to establish validity, in this qualitative case study research included presenting multiple sources of evidence, linking the evidence, triangulation and member checking (Amerson, 2011).

Transferability

To ensure transferability, three different participants on three different leadership levels volunteered to be interviewed by me to gain a diverse range of perceptions. To

ensure the credibility of research results, I used consistent data collection as presented by White et al. (2012). I used an interview protocol (see Appendix B) which focused on the research questions for each participant with the most knowledge on mentoring programs to saturate the data, however, transferability is always left up to the reader to decide (Marshall & Rossman, 2015; Porte 2013).

Dependability

Dependability exists when another researcher can follow the decisions of the original researcher (Onwugbuzie & Byers, 2014). To create dependability in my qualitative study, I provided systematic details taken throughout the qualitative study regarding the participants' responses to the interview questions received from the audio recordings and the written transcripts. Participants reviewed the written transcripts after each interview to ensure accuracy in the documentation by utilizing transcript review as a quality process as discussed by Erlingsson and Brysiewicz (2013). Member checking allows one the opportunity to verify the meaning of the responses to improve the validity and reliability of the research (Harper & Cole, 2012). I used member checking by reviewing and interpreting the interview transcripts, writing each question followed by a succinct synthesis, asked the participants if the synthesis represents the answers provided or if there was additional information to include, and continued the member checking process until there was no new data to collect.

Confirmability

I completed a detailed account of all data collection and data analysis of research activities. I documented any changes made during the research along with the rationale for the change. I made sure internal audits of coding and themes for the qualitative study were completed. I also made sure external audits of the data were completed by an expert in qualitative data analysis to confirm that the inferences made in the data were logical as discussed by White et al. (2012). Last, I wrote a final research report to increase the conformability of the research results.

<div align="center">

Study Results

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Initial codes were from the initial individual interviews, member checking interviews, and community college documents. Nine relevant themes emerged from the initial codes. I divided the nine relevant themes into four major themes and five minor themes. The major themes are in Table 2, whereas the minor themes are in Table 3. I compared the literature review and the theoretical foundation with the themes to evaluate the reliability of the qualitative study. The analysis and interpretation of the findings addressed the central research question related to the theoretical foundation: mentor role theory. The nine emerging themes surfaced were (a) leadership development program, (b) formal mentoring, (c) internal mentoring program configurations, (d) mentoring challenges, (e) succession planning, (f) the importance of mentoring in community colleges, (g) informal mentoring, (h) professional development program, and (i) benefits

of mentoring. Out of the nine emerging themes in this qualitative study, four of the themes speak to the type of mentoring that takes place in mentoring programs.

Table 2 presents the frequency of the four major emergent themes revealed from the interviews conducted in this qualitative study and community college documents. In the table, *n* equals the frequency of the word or concept relative to the total words counted from the three participant interviews.

Table 2

Frequency of Emergent Major Themes

Emergent Major Themes	*n*	% of Rate of Coverage
Leadership Development Program	40	4.54%
Formal Mentoring	23	2.74%
Internal Mentoring Program Configurations	21	2.60%
Mentoring Challenges	12	3.13%

Note. n = frequency

Emergent Major Theme 1: Leadership Development Program

Emergent Theme 1 is leadership development programs (see Table 2 and Table 3). Leadership development programs are important to community colleges due to the pending retirement of leaders (McFadden, Miller, Sypaka, Clay, & Hoover-Plonk, 2013). Findings from McFadden et al. (2003) listed the goals of a community college Leadership Institute to be (a) promote college coherence and interaction across departments, (b) use research-based assessments to develop employee leadership characteristics and skills, and (c) examine emerging issues that the college is facing through case study analysis. This

theme emerged from the findings of community college human resource departments and community college documents.

Community College A has a yearlong program (internal communication, 1-29-2016 (see Table L18); personal communication, 2-18-2016; analysis of college human resources website, 1-29-2016; confirmed through member checking, 3-09-2016). Senior administrators select twenty-four potential leaders to participate in the program (internal communication, 1-29-2016 (see Table L18); personal communication, 2-18-2016; analysis of college human resources website, 1-29-2016; confirmed through member checking, 3-09-2016). The leadership development program is for a trial period and is available to all employees at all levels (internal communication, 1-29-2016 (see Table L18); analysis of college mission statement, 1-29-2016; analysis of college policy and procedure manual, 1-30-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). See Appendix D for an agenda for the leadership development program.

Table 3

Frequency of Emergent Major Theme One

Emergent Theme	n	% of Rate of Coverage
Leadership Development Program	40	4.54%

Note. n = frequency

Community College B has a leadership development program in place for all employees (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18); analysis of college

mission statement 2-27-2016). The leadership development program has three modules (see Appendix E) (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)). Module 1 is specific to middle management (see Appendix E) (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)). Module 3 of the program is specific to potential leaders seeking to advance to senior administrator positions, but they are not guaranteed to advance automatically into a leadership position (see Appendix E) (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)).

The managers of the participants select them for the program (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)). In-house staff led the program (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)). Participants in Module 3 work with a mentor through the leadership development program (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)).

Community College B does not seek out potential leaders to participate in the leadership development program (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table

L18)). Employees are responsible for informing their supervisors if they are interested in participating in the program (personal communication, 2-02-2016; confirmed through member checking, 2-17-2016; internal communication, 2-26-2016 (see Table L18)). Community College C has a modular leadership training program used as professional development (internal communication, 1-28-2016 (see Table L18); personal communication, 2-12-2016; confirmed through member checking; 3-15-2016).

Crocus recommends offering some of the leadership training off campus to avoid the distractions of the office (personal communication, 2-12-2016; confirmed through member checking; 3-15-2016). Leadership development programs take on many different characteristics. Employees can participate in leadership development inside or outside of the institution (Strom et al., 2011). Azalea and Crocus went through an external Leadership Institute (personal communication, 2-04-2016; personal communication, 2-12-2016; confirmed through member checking, 3-09-2016; confirmed through member checking, 3-10-2016).

Ramalho's (2014) study findings provided support for organizations to incorporate mentoring programs by making the most of their employees and investing in their professional development. Ramalho's findings emphasized that mentoring is an effective, low-cost process when using the in-house experience to develop the potential of current employees. This theme is an educational strategy related to Kram's mentor role theory. Educational intervention takes place in organizations to encourage supportive developmental relationships (Kram, 1985). Organizational workshops or seminars with

peers provide employees with confirmation, empathy and legitimization, which is necessary for relationship building (Kram, 1985). Workshops or seminars with senior executives allow employees to develop an understanding for those with whom they may want to build relationships (Kram, 1985). Tables 2 and 3 are used to indicate the rate of coverage of the major theme of leadership development programs in community colleges and how they may contribute to the career advancement of potential academic leaders for administrative leadership positions.

Emergent Major Theme 2: Formal Mentoring

Emergent Theme 2 is formal mentoring (see Table 2 and Table 4). Formal mentoring is a one-on-one relationship between a protégé or mentee, who is a less experienced employee, and a mentor, who is a more experienced employee, and arranged to provide career and personal growth for the less experienced employee (Joo, Sushko, & Mclean, 2012). The formal mentoring theme emerged from participant interview findings.

Table 4

Frequency of Emergent Major Theme Two

Emergent Theme	*n*	% of Rate of Coverage
Formal Mentoring	23	2.74%

Note. n = frequency

Bayberry, the participant from Community College B, stated "through mentoring programs, I started working here as an adjunct instructor, then moved into a full-time faculty role within six months" (personal communication, 2-02-2016; confirmed through

member checking, 3-10-2016). Within two years, she received a promotion to the director

of analytics position and, within three years, she became associate dean (personal

communication, 2-02-2016; confirmed through member checking, 3-10-2016). Bayberry

further explained that within the five years, she has been working at the community

college; she has advanced in her career from adjunct to associate dean (personal

communication, 2-02-2016; confirmed through member checking, 3-10-2016).

Bayberry is currently in the process of developing a formal mentoring program

(personal communication, 2-02-2016; confirmed through member checking, 2-17-2016).

Senior administrators will become mentors for the participants who complete Community

College B's leadership symposium courses (personal communication, 2-02-2016;

confirmed through member checking, 2-17-2016; internal communication, 2-26-2016

(See Table J16)). Kashiwagi, Varkey, and Cook (2013) noted that the structure of formal

mentoring programs meet the specific needs of employees or institutions.

Findings from a study conducted by Jackevicius et al. (2014) aligns with the

theme of developing and utilizing a formal mentoring program. The majority of the

protégés participating in a formal mentorship program reported that their mentors

developed their abilities and provided support, knowledge, and guidance, which

contributed to their success (Jackevicius et al., 2014). Jackevicius et al. reported that

formal mentoring programs where more than 90% of the protégés enrolled in a formal

mentoring program report that the mentoring relationships play key roles in the

development of their abilities and skills needed for promotion and tenure within the

academia sector. Mentoring programs benefit both employees and organizations, which is in alignment with this major theme.

Employee development enhancement takes place at every career stage through mentoring programs (Kram, 1985). From an organization's perspective, mentoring programs prepare employees for advancement and the mentoring relationships provides a forum for socialization for the organization (Kram, 1985). Tables 2 and 4 demonstrate the frequency for the second major theme of formal mentoring and the contribution to the career advancement of potential academic leaders for administrative leadership positions.

Emergent Major Theme 3: Internal Mentoring Program Configurations

Emergent Theme 3 is internal mentoring program configurations (see Table 2 and Table 5). Internal mentoring program configurations consist of (a) establishing the need for formal mentoring programs, (b) outline the purpose of the mentoring program, (c) consult with staff to determine interests in establishing a mentoring program, (d) decide on the approach and structure of the mentoring program, (e) secure commitment from stakeholders, (f) develop an informational document about the mentoring program, (g) match mentors with mentees, and, (h) monitor and evaluate the mentor and mentee relationship (Ramalho, 2014). This theme emerged from the findings of the community college human resources department, community college documents, and participant interviews.

Table 5

Frequency of Emergent Major Theme Three

Emergent Theme	n	% of rate of coverage
Internal Mentoring Program Configurations	21	2.60%

Note. n = frequency

Community College A does not have a formal mentoring program for potential leaders, but informal mentoring is practiced for new employees only (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Community College A has a pilot Leadership Development program (see Appendix D) (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). The senior administrators select twenty to twenty-four participants (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Senior administrators cover six sessions by offering three in the fall and three in the spring (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Each session is three hours each and the program is internal (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016).

Community College B does not have an official mentorship program or mentoring manual, but the college is currently in the process of developing one (internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-2016;

personal communication, 2-18-2016; confirmed through member checking, 3-09-2016).

Community College B has a year-long program in place to train the mentors and offers a

Leadership Development program (Module 3) to train potential leaders (see Appendix E)

(internal communication, 1-29-2016 (see Table J16); personal communication, 2-04-

2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-

2016). Community College C does not have a mentorship program (internal

communication, 1-28-2016 (see Table J16); personal communication, 2-12-2016;

confirmed through member checking, 3-15-2016).

Azalea explained that Community College A has a pilot mentoring program and

thinks the program should include both self-nominations and supervisor nominations

(personal communication, 2-04-2016; personal 2-18-2016; confirmed through member

checking, 3-09-2016). Bayberry clarified that Community College B has a leadership

program instead of a mentoring program (internal communication, 1-29-2016 (see Table

L18); personal communication, 2-04-2016; personal communication, 2-18-2016;

confirmed through member checking, 3-09-2016). Bayberry's process of "mentoring" via

leadership programming is in line with Laughlin and Moore (2012). Laughlin and Moore

(2012) study findings encourage administrators and managers of elementary education to

consider adding mentoring as a component of their leadership model.

Module 2 of the leadership program at Community College B is aimed at current

leaders in the positions of middle management and Module 3 is aimed at potential leaders

(Bayberry, internal communication, 2-26-2016 (see Table L18); personal communication,

2-02-2016; personal communication; 2-17-2016; confirmed through member checking, 3-10-2016). Crocus explained the configuration of the modular leadership-training program at Community College C and recommends adding a mentoring component to the leadership-training program (internal communication, 1-28-2016 (see Table J16); personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). Human resource' department provides the leadership courses and conducts them to cohorts (internal communication, 1-28-2016 (see Table J16); personal communication, 2-12-2016; confirmed through member checking, 3-15-2016).

In alignment with the theme, the matching of mentors and mentees take place through mentee choice or mentor choice (Dawson, 2014). Mentoring models should contain selection processes, interviews, and criteria (Dawson, 2014). In the theoretical foundation applied, results revealed that voluntary participation in a mentoring program reduced risks of destructive mentoring relationships (Kram, 1985). Organization leaders should create conditions that encourage mentoring and create guidelines for developing a change strategy (Kram, 1985). Kram (1985) suggested the following when introducing a mentoring program, (a) set up pairs of junior and senior colleagues to build mentoring relationships, (b) define mentoring relationship populations, identify and match juniors with seniors, (c) set up procedures for monitoring the mentoring relationships and for feedback, and (d) offer educational opportunities to participants. As Table 2 and Table 5 indicate, the frequency of internal mentoring program configurations as the third major

theme and the ways the configurations may contribute to the career advancement of potential academic leaders for administrative leadership positions.

Emergent Major Theme 4: Mentoring Challenges

Emergent Theme 4 is mentoring challenges (see Table 2 and Table 6). Many mentoring challenges occur from differences that exist between mentors and protégés (Viator, Dalton, & Harp, 2012). Some mentoring challenges are gender differences, racial diversity, and work-family conflicts (Viator et al., 2012). This theme emerged from participant interview findings. Azalea discussed that "some employees do not get the opportunity to receive mentoring" (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-16). This statement is in line with the findings from Bergelson (2014), Chen (2014) and Rolfe (2014). Mentoring programs may not be effective in all organizations (Chen, 2014). Bergelson's (2014) research showed that employees wanted to receive mentoring but did not receive the support. Azalea also mentioned that "mentoring and leadership programs are often thought of as being two distinct programs but, should be thought of as complimenting each other, and mentoring does not happen overnight" (personal communication, 2-18, 2016; confirmed through member checking, 3-9-2016). Azalea also argued, "formal mentoring programs create challenges regarding having people connect who are strangers" (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Noted in

the theoretical foundation is that, on many occasions, mentoring relationships are left to chance instead of consciously chosen and managed by organizations (Kram, 1985).

Table 6

Frequency of Emergent Major Theme Four

Emergent Major Themes	**n**	**% of rate of coverage**
Mentoring Challenges	12	3.13%

Note. n = frequency

Some barriers to mentoring are limited access to mentors, unable to start a mentoring relationship, and fear of disapproval (Thurston et al., 2012). Bayberry expressed "concerns about organizations having a misconception about mentoring and that it does not automatically guarantee mentees an open door to a higher position" (personal communication, 2-02-2016; confirmed through member checking, 3-10-2016). Bayberry also stated "the community college needs money and other resources to create a separate Professional Development division to better support mentoring programs" (personal communication, 2-02-2016; internal communication, 2-26-2016; confirmed through member checking, 3-10-2016).

Crocus mentioned, "a drawback to mentoring is participants can only participate if nominated into it by supervisors and the process has led to popularity contests at another place of employment" (personal communication, 2-12-2016; confirmed through mentoring checking, 3-25-2016). Laiho and Brandt (2012) research findings listed some drawbacks to mentoring as (a) too difficult to find mentors, (b) too difficult to find suitable pairs, (c) takes too much time, (d) those not involved will be jealous, (e)

segregates employees, and (f) no actual benefits. Findings from Kram (1985) identified

five major challenges to mentoring. The mentoring challenges mentioned by Kram are:

(a) a reward system that is focused on the bottom-line and not human resource

development objectives, (b) the work design can interfere with mentoring relationships,

(c) Performance Management Systems are often absent or employees avoid them, (d)

organizational culture can make mentoring and other relationships irrelevant, and (e)

employee's assumptions, attitudes, and skills can interfere with the development of

mentoring relationships. Table 2 and Table 6 indicate the fourth major theme is

mentoring challenges and how they may affect the career advancement of potential

academic leaders for administrative leadership positions.

Table 7 presents the frequency of the five minor emergent themes revealed from

the interviews conducted in this qualitative study.

Table 7

Frequency of Emergent Minor Themes

Emergent Minor Theme	*n*	% of Rate of Coverage
Succession Planning	7	1.16%
Importance of Mentoring in Community Colleges	7	.58%
Informal Mentoring	5	.68%
Professional Development Program	4	.44%
Benefits of Mentoring	3	.52%

Note. n = frequency

Emergent Minor Theme 1: Succession Planning

Emergent Minor Theme 1 is succession planning (see Table 7 and Table 8).

Succession planning is a set of processes that includes training, coaching, testing and

communicating, and the active achievement of the organization's objectives (Darvish &

Temelie, 2014). Succession planning is important for higher education since it stabilizes

and updates higher education institutions (Darvish & Temelie, 2014). Succession

planning is essential to retain and develop the potential managers before the retirement of

current managers (Darvish & Temelie, 2014).

Table 8

Frequency of Emergent Minor Theme One

Emergent Minor Theme	n	% of Rate of Coverage
Succession Planning	7	1.16%

Note. n = frequency

The qualitative research study findings of Klein and Salk (2013) indicated that

succession planning for senior administrators is nonexistent in many of the colleges and

universities. The qualitative study findings also indicated there is a need for

organizational leaders to understand the definition of succession planning (Klein & Salk,

2013). The results of the qualitative study related to the theoretical foundation of mentor

role theory (Kram, 1985). This theme emerged from the community college human

resources department, community college documents and participant interviews.

The finding results revealed that the three community college research sites do not

have formal successorship programs in place to identify potential senior administrator

leaders (internal communication, 1-28-2016 (see Table G13); internal communication, 1-29-2016 (see Table G13); internal communication, 2-26-2016 (see Table G13)). Community College A and Community College B has an informal succession plan currently in place for all employees at each of the different levels (internal communication, 1-29-2016 (see Table G13); personal communication, 2-02-2016; personal communication, 2-04-2016; internal communication, 2-26-2016 (see Table G13); confirmed through member checking, 3-09-2016; confirmed through member checking, 3-10-2016). Community College C has no succession program in place (internal communication, 1-28-2016 (see Table G13); personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). Most of the employees have been in their current positions for many years, and the turnover in senior administrative positions is low (internal communication, 1-28-2016 (see Table G13); personal communication, 2-12-2016; confirmed through member checking, 3-15-2016).

Azalea identifies potential leaders and provides them with opportunities to grow within the organization (personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Bayberry is involved with creating programs to identify potential leaders and offering leadership training (personal communication, 2-02-2016; internal communication, 2-26-2016 (see Table J16); confirmed through member checking, 3-10-2016). Crocus identifies senior staff members and prepares them for advancement if the opportunity ever arises (personal communication, 2-12-2016; confirmed through member checking, 3-15-2016).

The succession planning is line with other researchers identified in similar studies. Strom et al. (2011) findings from a survey of 389 incumbent community college presidents, noted that 70% mentioned to expand and improve in-house leadership development programs, 86% of colleges offered workshops and seminars to train leaders, and 49% offered internships. Eighty-nine percent of the presidents surveyed in Strom et al. (2011) study, found leadership development programs valuable to the participants and 87% found leadership development programs valuable to the community college. Table 7 and Table 8 shows the percentage of the rate of coverage of succession planning and the frequency of how it may affect the career advancement of potential academic leaders for administrative leadership positions.

Emergent Minor Theme 2: Importance of Mentoring in Community Colleges

Emergent Minor Theme 2 addresses the importance of mentoring professionals in community colleges with desires to advance their positions within community colleges (see Table 7 and Table 9). Mentoring is an important need for midlevel faculty members looking to promote to professor positions and senior faculty members wanting to transition to academic administration positions in colleges and schools of pharmacy (Lee & del Carmen Montiel, 2011). Grotrian-Ryan (2015) stated that 66% of all senior administrators are 51 years old or older. Turnover is prevalent among higher education administration due to retirement or resignations (Grotrian-Ryan, 2015). The majority of current faculty, who could be potential senior administrators, lack administrative leader experience (Grotrian-Ryan, 2015).

Table 9

Frequency of Emergent Minor Theme Two

Emergent Minor Theme	n	% of Rate of Coverage
Importance of Mentoring in Community Colleges	7	.58%

Note. n = frequency

Leaders at higher education institutions need mentoring and leadership development programs to transition faculty to administration (Grotrian-Ryan, 2015). This theme emerged from the participant interview findings of Azalea and Bayberry. Azalea shared insights on the characteristics of leaders and the skills needed in community college leaders (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Azalea noted, "I really want to encourage us in higher education to reconsider our preconceptions about what does it mean to be a leader. It does not always take the one who is in the front of the room to be a leader. I think the ability to influence, the ability to drive change, the ability to be an advocate, those are all extraordinary leadership skills that we want to encourage in higher education" (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016).

Bayberry graduated from a community college mentoring program and later promoted to a leadership position afterward (personal communication, 2-2-2016; confirmed through member checking, 3-10-2016). Other employees at Bayberry's community college received promotions as well (personal communication, 2-2-2016; confirmed through member checking, 3-10-2016). In relations to the theoretical

foundation, the mentor relationship is the prototype of a relationship that enhances career development of potential leaders (Kram, 1985).

Findings from Tareef (2013) connected to this theme; one or more mentors significantly influenced the professional careers of nearly all respondents (92%). Furthermore, mentoring provides opportunities for employees to learn more about organizational policies and procedures, it prepares employees for advancement and reduces employee turnover (Kram, 1985). Table 7 and Table 9 illustrate how understanding the importance of mentoring in community colleges may affect the career advancement of potential academic leaders for administrative leadership positions.

Emergent Minor Theme 3: Informal Mentoring

Emergent Minor Theme 3 is informal mentoring (see Table 7 and Table 10). Informal mentoring occurs when two individuals with similar interests develop a relationship over time (Metzer et al., 2013). Informal mentoring is an unstructured process and does not have written procedures in place for the individuals to follow (Metzer et al., 2013). This theme emerged from participant interview findings. Azalea is a proponent for informal mentoring (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Azalea is concerned about making sure everyone can benefit from mentoring and is connecting to one another (personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Azalea enjoys being an informal mentor to others (personal communication, 2-04-2016; personal communication, 2-18-

2016; confirmed through member checking, 3-09-2016). The relationships mentioned in the theoretical foundation also relates to informal mentoring (Kram, 1985).

Table 10

Frequency of Emergent Minor Theme Three

Emergent Minor Theme	n	% of rate of coverage
Informal Mentoring	5	.68%

Note. n = frequency

Informal mentoring is positive due to the flexibility and having no constraining structure in the mentor and protégé relationship (Lumpkin, 2011). Findings showed that informal mentoring provided protégés with greater ownership, stronger connections, and broader interactions with selected mentors (Lumpkin, 2011). Protégés participating in informal mentoring reported greater satisfaction and benefits than protégés participating in formal mentoring relationships (Lumpkin, 2011). Informal relationships with supervisors, coworkers, friends, and family provide a range of developmental functions that prepares employees for advancement (Kram, 1985). Table 7 and Table 10 shows the frequency of how informal mentoring may affect the career advancement of potential academic leaders for administrative leadership positions.

Emergent Minor Theme 4: Professional Development Program

Emergent Minor Theme 4 is professional development programs (see Table 7 and Table 11). Professional development programs for employees should consist of these core principles: (a) the issues addressed should be relevant and meaningful, (b) should enhance the employees and institution effectiveness, (c) should provide engaging useful

and practical learning opportunities, (d) should promote networking and reflection opportunities, and (e) it should provide participants with enough time and resources to successful achieve the goals and objectives of the project (Ruru et al., 2013).

Table 11

Frequency of Emergent Minor Theme Four

Emergent Minor Theme	*n*	% of Rate of Coverage
Professional Development Program	4	.44%

Note. n = frequency

This theme emerged from the findings of community college human resources departments, college websites, community college documents, and participant interviews. Community College A does not have a mandatory professional development program and human resources are currently rewriting the policy to make it a mandatory five hours a year (internal communication, 1-29-2016; analysis of college mission statement, 1-30-2016; analysis of policy and procedure manual, 1-30-2016; personal communication, 2-04-2016; personal communication, 2-18-2016; confirmed through member checking, 3-09-2016). Employees can locate professional development activities on the college's website (internal communication, 1-29-2016; analysis of college website, 1-30-2016). Professional development programs are available on live streaming webinars and recorded for employees to view later through the college's website (internal communication, 1-29-2016; analysis of college website, 1-30-2016).

Community College B has a thirty-hour an academic year mandatory professional development program for all salaried employees and twenty-four mandatory hours for all hourly employees (internal communication, 2-26-2016; analysis of college website, 2-27-2016; personal communication, 2-02-2016; confirmed through member checking, 3-10-2016). The professional development program is currently in the infancy stage, and plans

are in place to develop a formal program (internal communication, 2-26-2016; analysis of college website, 2-27-2016; personal communication, 2-02-2016; confirmed through member checking, 3-10-2016). Community College B's professional development program is currently organized through human resources and would be more efficient if it was a separate division with a budget and staff to oversee it full time (personal communication, 2-02-2016; internal communication, 2-26-2016; confirmed through member checking, 3-10-2016).

Community College C offers professional development to employees and employees have to complete thirty hours an academic year through human resources (internal communication, 1-28-2016; personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). External online professional development courses are with supervisor approval (internal communication, 1-28-2016; personal communication, 2-12-2016; confirmed through member checking, 3-15-2016). The theoretical foundation focused on educational programs. Educational programs increase understanding of the role of mentoring in career development (Kram, 1985). Mentoring was encouraged for personal growth and professional development (Laughlin & Moore, 2012). Table 7 and Table 11 are the frequency of how professional development programs may contribute the career advancement of potential academic leaders for administrative leadership positions.

Emergent Minor Theme 5: Benefits of Mentoring

Emergent Minor Theme 5 is benefits of mentoring (see Table 7 and Table 12).

Some benefits of mentoring from the findings of Laiho and Brandt (2012) consists of: (a)

transferring tacit knowledge, (b) individual learning, (c) organizational learning, (d) job

satisfaction, (e) commitment, (f) work motivation, (g) wellbeing at work, (h) work

performance, (i) individual career advancement, and (j) work motivation of those nearing

retirement. This theme emerged from participant interviews.

Table 12

Frequency of Emergent Minor Theme Five

Emergent Minor Theme	*n*	% of Rate of Coverage
Benefits of Mentoring	3	.52%

Note. n = frequency

Bayberry and Crocus both noted that the benefits of mentoring are "the

accessibility to upper administration, and they are very amenable to mentoring anybody

who is interested, and that is true just across the board regardless of the division they are

in" (personal communication, 2-2-2016; personal communication, 2-12-2016; analysis of

company document, 2-27-2016; confirmed through member checking, 3-10-2016;

confirmed through member checking 3-15-2016). Crocus stated "peer mentoring is a

benefit of mentoring because participants get the opportunity to connect with others in

the community college" (personal communication, 2-12-2016; confirmed through

member checking, 3-15-2016). This statement is in line with the findings from Kram

(1985). Kram (1985) argued that peer relationships are an alternative to the mentor

relationship. Mentoring increases the likelihood of career success of the mentor (Bozionelos et al., 2011). The findings relate to the theoretical foundation in regards to mentoring functions enhance the growth and advancement of individuals (Kram, 1985).

In a study by Law et al. (2014), participants involved in mentoring relationships reported higher levels of job satisfaction as a benefit of mentoring. The majority of the study participants were mental health professionals; they were more satisfied with the work, supervisors, and co-workers due to their involvement in mentoring relationships (Law et al., 2014). Law et al. (2014) conducted research in a mental health agency on mental health supervisors and practitioners; this is a common theme seen in community colleges based on the findings. Career functions and psychosocial functions are benefits to mentoring (Kram, 1985). Career functions are aspects of mentoring functions that assist mentees in career advancement in the organization, and psychosocial functions affect employees on a personal level by boosting self-worth in and out of the organization (Kram, 1985). Table 7 and Table 11 are the frequency of how the benefits of mentoring may contribute the career advancement of potential academic leaders for administrative leadership positions.

Summary

Research Question Answered

The research question I answered in the presentation of findings was: How might mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions? The findings from this

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qualitative research study revealed that mentoring, leadership development and

professional development programs at community colleges all might contribute to the

career advancement of potential academic leaders for administrative leadership positions.

I presented in the findings, career and psychosocial functions from existing literature and

Kram's (1985) mentor role theory to career advancement through mentoring. The

participants shared their experiences about career and psychosocial functions of

mentoring relationships (see Tables 19-27). Chapter 5 includes the interpretation of

findings, limitations of the qualitative study, recommendations, implications, and

conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative exploratory single case study was to explore how the mentoring programs at community colleges may contribute to the career advancement of potential academic leaders for administrative leadership positions. The population for this qualitative study included three academic, senior administrative leaders who have partaken in community college leadership mentoring programs in North Carolina. I also reviewed the community college documents and websites of the community colleges to explore other mentoring program information to demonstrate methodological triangulation of the data. The implications for positive social change is the potential to impact community colleges by contributing new knowledge for use by senior administration looking to promote qualified leaders into the positions of associate deans, vice presidents, and chief information officers by incorporating mentoring programs.

Researchers have used qualitative case studies as a standard research method in business and education in many situations contributing to the knowledge of individuals, organizational and related phenomena (Yin, 2014). A primary focus of this qualitative study was to explore how mentoring programs at community colleges might contribute to the career advancement of potential academic leaders for administrative leadership positions, thus making a qualitative case study method appropriate for this study. A single exploratory case study was the most suitable design for this research study.

The information I obtained from the interviews and the community college's documents allowed for a deeper analysis of the structure of the mentoring leadership

programs that assisted with career advancement of the participants. I analyzed and coded the data collected in NVivo Plus by looking for patterns, themes, and meanings in the data.

Interpretation of Findings

Mentoring is important for community colleges to advance midlevel and senior faculty members to senior administrative positions. Stakeholders' quality improves throughout organizations and organizational knowledge and skills transferred to all levels of the organization's employees (Guillot, 2014). Large percentages of senior administrators are over the age of 51 and are approaching retirement age (Grotrian-Ryan, 2015). The majority of faculty or staff members lack the necessary skills and experience to advance into senior administrator positions in higher education (ACE, 2015).

The findings from the importance of mentoring in community colleges emergent theme revealed that all three senior administrators in this qualitative study suggested that community colleges should consider incorporating mentoring programs to assist in the training of potential leaders in preparation for the retirement of current leaders. University and college leaders develop and experiment with mentoring programs to sustain its talents in their career development and their career advancement within their universities (Weijden, Belder, Arensbergen, & Besselaar, 2015). Mentoring programs may take some time for mentors to develop employees and may not be a quick solution to filling available positions (Weijden et al., 2015). Employee morale can be higher when employees receive the opportunity to advance in their careers. Employees may

experience lower turnover and increased job satisfaction through mentoring and promotions into higher positions.. Employees are learning new skills, gaining more knowledge about the college's vision, mission, and strategic plans. Employees are also advancing into senior administrator positions.

The most significant contributions leaders can make in preparation for the future is to assist in the development of their successors (Dyess, Sherman, Pratt, & Chiang-Hanisko, 2016). Succession planning is important for higher education to retain and develop future leaders in preparation for the retirement senior administrators (Drew, 2014). Some community college leaders have succession programs in place, and others do not but are aware of the threat of pending retirements.

Through the succession planning emergent theme, all three of the senior administrators of this qualitative study expressed the need to identify potential leaders now within the organization to train and coach. Upper management can provide potential leaders with opportunities to grow in their careers while the individuals with the knowledge and understanding of the policies and procedures are still in their positions. All three of the senior administrators in this qualitative study indicated that community colleges could offer in-house leadership development programs, professional development, workshops, seminars, and internships.

There are also external training programs available to train potential leaders for advancement if or when the opportunity becomes available (Johnson, 2014). Succession planning is not only valuable to the community college leaders but to the employees who

participate in the process as well. Succession planning can assist senior administrators with the career advancement of potential leaders in community colleges.

Leadership development programs are important to have in community colleges to prepare potential leaders for advancement into positions that will become available upon the retirement of senior administrators. Leadership development opportunities should be available to all employees at all levels within the community college. The leadership development findings addressed the point that employees interested in career advancement should tell their supervisor where they want to be in their careers between 3 to 10 years.

The study participants agreed that employees interested in being mentoring program participants should self-select or be hand selected by managers to participate in the training. The training can be in-house or external. The training can include information about: (a) foundations of leadership, (b) problem solving, (c) organizational change, (d) strategic planning, (e) budgeting, (f) institutional knowledge, (g) the future of the college, (h) legal issues, and (i) mentoring others.

The findings of this study confirmed that mentoring could take place through leadership development programs at community colleges. Senior administrators need to be included in the leadership development programs to speak on different topics and to be mentors to potential leaders. All three leaders in this qualitative study indicated that many employees who participated in leadership development programs received promotions.

Senior administrators can utilize leadership development programs to assist with the career advancement of potential leaders in community colleges.

The findings of this study indicated that professional development programs are available in community colleges but may not be mandatory for employees. The human resources departments at the community colleges are responsible for providing and organizing professional development training to all employees on different topics that are beneficial to the organization and the individual (Baker, 2015). Managers and supervisors should also ensure their employees attend professional development training each year.

The findings confirmed that professional development opportunities are available to community college employees internally and externally. Employees can access professional development information from the community colleges websites. Two study participants reported that some community colleges could benefit from additional finances to operate separate, formalized professional development departments to better meet the needs of their employees and organizations. Management should also hire additional labor to staff the new department. Employees can attend seminars and workshops in person or watch live or recorded webinars.

Some organizational leaders are building internal mentoring programs while others look for external formal mentoring programs to establish a mentoring culture (Johnson, 2014). Internal mentoring program configurations vary among the three community colleges in this qualitative study. The design of a mentoring program should be built on best practices and meet the needs of the institution (Augustine-Shaw, 2015).

One community college in this study had a mentoring program available for new employees only. The findings of internal mentoring program configurations showed that two of the community colleges in this study initiated pilot mentoring programs to prepare future leaders for career advancement. These mentoring programs do not guarantee employee career advancement. Informal mentoring plays a significant role in preparing employees for career advancement in organizations (Kram, 1985).

Informal mentoring is an unstructured relationship that two individuals develop over time and does not have a formal process to follow (Kram, 1985). All three of the participants in this qualitative study identified a senior administrator inside or outside of their institutions to become informal mentors to them. Informal mentoring can provide many benefits and satisfaction to protégés. Informal mentoring is just as important as formal mentoring because both can help professional members connect with more experienced professionals who can provide practical business or personal advice, career guidance, and networking opportunities with other professionals (Johnston, 2013). Experts in the field of education and business indicated that formal and informal mentoring are integral to the development of employees for workplace environments (Denman, 2012; Gosh, 2012; Loraine, 2013).

The findings regarding informal mentoring revealed that all three of the senior administrators have developed informal mentoring relationships that provided them with access to individuals who assisted them with gaining new skills and knowledge that

contributed to their career growth. The participants also stated that they are informal mentors to others in their institutions.

Formal mentoring is a structured relationship between a senior experienced employee and a less experienced lower level employee (Kram, 1985). Formal mentoring programs can provide career and psychosocial functions for the protégé that allow for career and personal grow (Kram, 1985). Mentors who provide counsel and guidance create effective mentoring experiences to the mentee (Johnston, 2013). Formal mentoring programs can assist with the career advancement of potential leaders working in community colleges (Drew, 2014; Rollins, Rutherford, & Nickell, 2014). One of the leaders in this study had participated in a formal mentoring program and had advanced several times. Staff and faculty at the same community college have received career advancements as well after participating in a formal mentoring program.

Some mentoring challenges exist in community colleges with formal mentoring programs. There is a gap in mentoring literature lacking information on best strategies to use to match mentees and mentors successfully (Hacker, Subramanian, & Schnapp, 2013). Ensuring an appropriate match between mentor and protégés is integral to the mentoring relationship's success (Bryant et al., 2015). All three of the senior administrators in this qualitative study listed the following mentoring challenges:(a) some employees do not get an opportunity to participant, (b) promotions are not guaranteed, (c) mentors and mentees are sometimes not a good match, (d) financial resources are limited,

(e) employees are unable to self-nominate themselves, (f) difficulty in finding mentors to participate, and (g) only the popular employees get selected to participate.

The findings from the leadership development, succession planning, and formal mentoring emergent themes in this qualitative study illustrate how mentoring programs contribute to the career advancement of potential academic leaders for administrative leadership positions by (a) creating a pool of future leaders, (b) aiding in succession planning, (c) providing mentees with exposure to senior administrators and the opportunity to build relationships, (f) allowing mentees to gain knowledge about community college policies and procedures and to build one's confidence, (g) giving mentees the chance to become comfortable communicating with leaders, and (h) mentoring provides a safe environment for the mentees. Mentoring benefits the mentees, mentors, and institutions overall (Goodsett, & Walsh, 2015). A benefit of mentoring from the emergent theme findings is protégés have access to senior administrators at the community college. Mentors provided all three of the qualitative study participants with some level of career and psychosocial functions such as: (a) sponsorship, (b) exposure and visibility, (c) coaching, (d) protection, (e) challenging assignments, (f) role modeling, (g) acceptance and confirmation, (h) counseling, (i) and friendship (see Tables M19-M27). Protégés reported satisfaction with co-workers, supervisors, and the work itself through mentoring relationships.

Limitations of the Study

A limitation of this qualitative study included the use of a purposeful sample of senior administrators from three community colleges in North Carolina. The decision to collect data from three community colleges was due to my limited time and finances that could be too time consuming and expensive for a student researcher. Furthermore, the study was limited to qualitative research methods that can limit the number of participants (Erlingsson & Brysiewicz, 2013). In quantitative research methods, researchers can quantify the responses from a larger participant sample (Arghode, 2012). Another limitation may be that some of the participants may not have provided accurate responses to some of the interview questions due to poor memory recall (Yin, 2014). The last limitation for the qualitative study can be researcher bias. I strove to put aside my personal bias through bracketing as recommended by Onwugbuzie and Byers (2014) to mitigate researcher bias in a qualitative study. Despite these potential limitations, the transferability of the findings from a qualitative exploratory case study to future research studies is left up to the reader to decide as discussed by Marshall and Rossman (2016), Porte (2013), and as other qualitative researchers have noted.

Recommendations

The first recommendation for future research is to include other senior administrators at community colleges, who are in different leadership positions. The qualitative study participants noted that senior administrators at community colleges were mentors to potential leaders through formal mentoring programs. These leaders

contributed to the development of protégés' abilities and skills need for promotions. Learning on the job is the most common development experience for future leaders (Eddy, 2013). New community college leaders require preparations to assist them in identifying priorities within their college context and culture (Eddy, 2013). More research was needed on other influences on leader development such as cohort, critical reflection, and program curriculum (Muir, 2014).

The second recommendation for future research is to consider using a focus group of potential leaders participating in a mentoring program. The qualitative study participants indicated that the majority of protégés who participated in formal mentoring programs reported that mentors contributed to their career success. Qualitative researchers have used the Focus Group Discussion (FGD) to interview several participants at the same time and in a systematic manner (Boateng, 2012). Researchers can use focus groups as a valuable data collection tool for qualitative case research studies (Thomas & Quinlan, 2014).

The third recommendation for future research is to research different community colleges in different geographical locations. The qualitative study participants agreed that succession planning is a needed in all community colleges due to the pending retirement of current leaders. The three community college research sites do not have formal succession plans in place to identify future leaders. Solis et al. (2011) also suggested future researchers to examine multiple community colleges in different geographical regions.

The fourth recommendation for future research is to research other community colleges nationwide. Future research should explore different perceptions at private institutions in the United States (Klein & Salk, 2013). The qualitative study participants noted during the interviews that higher education institutional leaders need to consider mentoring and leadership development due to the predicted retirement of senior administrators. Organizational leaders should consider the dynamics of culture, using the lens of cultural frames to provide a structure of considering the impact that culture have on mentoring programs so that their strategies designs minimize challenges and create success in a systematic manner (Kochan, 2013). The organizational culture and success of academicians enhance through the development of effective mentoring programs at any institution (Metzer et al., 2013).

The fifth recommendation for future research is to increase the sample size to (Solis et al., 2011). Future research could include a larger selection of senior administrators. A larger population to study might lead to a better understanding of mentoring and career advancement as it relates to other two-year community colleges.

The sixth recommendation would be for future researchers to interview faculty and staff in lower positions in community colleges to get an understanding of their obstacles or barriers in regards to mentoring and career advancement. The senior administrator participants interviewed agreed that some staff and faculty have misconceptions about mentoring and experience mentoring challenges. As senior leadership positions become available, community college leaders will need to consider

using faculty members as a viable leadership source (Solis et al., 2011). Further research should focus on strategies for effective mentorship, including the impact of mentorship education interventions, and appropriate mentorship throughout a faculty member's career (Straus et al., 2013). Interviewing faculty and staff may offer an additional perspective (Klein & Salk, 2013). In preparation for the shortage of future leaders, faculty of community colleges should be considered as necessary replacements (Solis et al., 2011). Peer-mentoring groups are useful in enhancing mentorship among academic faculty (Colón-Emeric et al., 2012). Researchers can analyze the personal leadership perceptions of faculty to help determine how their exemplary leadership behaviors is a beginning point for future leadership identification and development (Solis et al., 2011).

Implications

Contributions to Business Practice

The projected retirement of community college leaders makes it critical for senior administrators in community colleges to identify potential future leaders to prepare for these upcoming positions (McNair, 2014). The findings from the senior administrators' interviews on succession planning indicated that succession planning should be in place in community colleges. Community college leaders need succession planning to identify and prepare potential leaders to fill key positions when people retire (Klein & Salk, 2013). Additionally, mentoring can help resolve organizational problems such as the lack of qualified leaders (Newby & Heide, 2013). Professional development programs can

have advantages in addressing current managerial and leadership development skills (Sirkis, 2011).

The implications for positive social change include the potential to impact community college practices by contributing new knowledge for use by senior administrators. The newly gained knowledge can assist senior administrators looking to gain a better understanding of the value of incorporating mentoring programs into community colleges. The findings from the qualitative study participant interviews noted that mentoring is important in community college leadership development and mentoring programs should be designed to develop potential administrative leaders and provide them with opportunities for career advancement. These mentoring opportunities are necessary for institutions to attract, retain, and develop potential leaders in higher education due to increased competition and limited resources (Baker, 2015). Community college administrators could use the qualitative study results to start succession planning initiatives.

Additionally, community college administrators may use the qualitative study findings on the benefits and challenges of mentoring to evaluate the effectiveness of current mentoring programs by providing information on successful and ineffective mentoring programs. This qualitative study could provide greater insight regarding mentoring relationships and behaviors affecting the career advancement of potential community college leaders. Furthermore, mentoring programs may provide potential leaders with the necessary skills to fill upcoming leadership positions before the

retirement of current leaders. It is important for leaders to addressing strategies to improve mentoring relationships (Carroll & Barnes, 2015). Successful mentorship in organizations was vital to the career success and satisfaction for mentors and mentees (Straus, Johnson, Marquez, & Feldman, 2013). The organizational benefits of mentoring programs are attracting, developing, retaining, and promoting qualified individuals into academic leadership positions. Other advantages of mentoring for community college potential leaders are increased job satisfaction for mentors and protégés and decreased turnover. Mentoring as an intervention can assist managers with employee job satisfaction, morale, and productivity (Jones, 2014).

Contributions to Individuals

The majority of faculty members who could potentially fill upcoming administrator positions lack administrative leadership experience (Grotrian-Ryan, 2015). Mentoring relationships can focus on identifying and developing individuals for career advancement (Kelch-Oliver et al., 2013; Lloyd-Jones, 2014; Washington, 2011). The qualitative study findings of the senior administrators' interviews and organizational documents indicated that incorporating mentoring programs in community colleges could provide potential leaders with the opportunity to work with experienced senior administrators and gain training and experience needed for career advancement. Career advancement can enable individuals working in the institution to attain a higher position and a salary commensurate with the new position. Career advancement could boost

individual self-esteem and employee morale. Increased job satisfaction is another benefit to mentoring, which could lead to low absenteeism.

Contributions to Society

Community college leaders need to have in place deliberate preparation programs to identify and develop leaders. The senior administrators all agreed that leadership development programs are necessary to train potential leaders. New and emerging community college leaders must have the right skills to address internal and external factors to provide employers with skilled graduates. Skilled graduates have the opportunity to achieve gainful employment or start their own businesses necessary to stimulate the economy, thereby contributing to the prosperity of graduates, their families, and their communities.

Contributions to Theory

There are not enough formal mentoring programs among higher education institutions, despite the wealth of qualitative and quantitative data providing evidence of the positive effects of higher education mentoring programs on employee satisfaction, retention, and promotion rates (Bean, Lucas, & Hyers, 2014). There is limited information on the effects of mentoring on leadership development (Muir, 2014). Additional research is needed about the relationship between mentoring and career advancement for community college senior leadership (Bozionelos et al., 2011). Mentoring can help resolve organizational problems such as the lack of qualified leaders (Newby & Heide, 2013). One of the qualitative study senior administrator participants

received several promotions in the community college system participating as a mentee in formal mentoring programs.

Incorporating mentoring programs in an organization can also assist in the development of managerial talent (Newby & Heide, 2013). Furthermore, incorporating mentoring into an academic institution is an important investment in leadership and is consistent with and essential to higher education as a learning community (Lumpkin, 2011). Formal and informal mentors' help participants prepare for senior leadership positions at community colleges including the presidency (McNair, 2014).

Since career landscapes are changing, more organizations are using mentoring as a way to promote and encourage growth and development of employees (Baker, 2015). These mentoring opportunities are necessary for organizations to attract, retain, and develop potential leaders in higher education due to increased competition and decreased resources (Baker, 2015). The findings from the qualitative study fill a gap in the literature by providing knowledge about the lack of mentoring programs at community colleges to prepare potential academic leaders for administrative leadership positions. Also, the qualitative study findings provide knowledge regarding how mentoring programs contribute to the career advancement of potential leaders into the positions of associate deans, vice presidents, and chief information officers at community colleges.

Conclusions

The major and minor themes that emerged indicated how mentoring programs at community colleges might contribute to the career advancement of potential academic

leaders for administrative leadership positions. Information from the research findings provides insight from senior administrators on the importance of succession planning and mentoring in community colleges. Succession planning, mentoring, professional development, and leadership development programs are helpful resources in preparing potential leaders for senior administrator positions prior to the retirement of current leaders.

Community college senior administrators need to develop or improve mentoring programs, identify leadership talent, assign developmental activities, and make succession decisions before it is too late. Through the lens of Kram's (1985) mentor role theory, the qualitative study results demonstrated that career functions (sponsorship, exposure and visibility, coaching, protection, challenging assignments) and psychosocial functions (role modeling, acceptance and confirmation, counseling, friendship) are aspects of the mentoring relationship that enhance learning skills, to prepare future leaders for advancement and to enhance individual competence and self-worth inside and outside of the institution. Formal mentoring and informal mentoring are equally important in enhancing protégés individual growth and career advancement.

The results contribute to the existing body of knowledge regarding how senior administrators describe the necessary elements for advancing potential leaders in preparation for the retirement of current leaders. Lack of succession planning and leadership development can result in a shortage of future leaders in community colleges nationwide that could have a negative impact on the education of students and employer

recruitment. Poor leadership due to the lack of training could result in low student graduation rates and students not trained to work in higher paying positions. An organization's failure to incorporate succession planning could have a negative effect on the economy has a whole. Effective and efficient succession planning and mentoring programs may assist in the development of future leaders. Community college graduates may have better opportunities to achieve gainful employment or start their own businesses necessary to stimulate the economy, thereby contributing to the prosperity of graduates, their families, and their communities.

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Appendix A: Informed Consent for Participants over 18 Years of Age

You are invited to take part in a research study of how the mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions. You were identified as a potential participant for the study because you are an academic, administrative leader who advanced into the position of associate dean, vice president, or chief information officer and has partaken in a community college leadership mentoring program in North Carolina. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named LaTonya Steele, who is a doctoral student at Walden University.

Background information:
The purpose of this research study is to explore how the mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in a semistructured face-to-face, audiotaped interview with the researcher regarding mentoring programs at community colleges. The interview will be scheduled in a private location of your choice. The duration of the interview will be thirty to sixty minutes.
- Member check the interview data, which is ensuring your opinions about the initial findings and interpretation is accurate.

Here are some sample questions:
1. What type of mentoring program does your organization have available for potential associate deans, vice presidents, and chief information officers?
2. What is the configuration of your mentoring program?

Voluntary nature of the study:
This study is voluntary. Everyone will respect your decision as to whether or not you choose to be in the study. No one will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and benefits of being in the study:
The time commitment related to this study is that you will be required to complete the 30 to 60 minute interview during or after normal work hours. Member checking the interview data may take an additional 30 to 90 minutes of your time. I will provide you

with specific details of how to obtain a copy of my completed dissertation in its entirety. I will also give you a copy of my research findings for your personal information. If interested, I will provide a verbal presentation to community colleges in the research region or at a professional conference. Individuals' privacy and confidentiality of information will be ensured unless I learn of harm to self or others, in which case I would need to report that to the proper authorities. There are no other risks related to this study. More importantly, your participation will contribute to the knowledge base relevant to mentoring programs at community colleges.

Compensation:
No compensation will be provided for your participation in this study.

Confidentiality:
Some individuals in the company may know that you participated in the study; however, any information that you provide (i.e. responses to interview questions) will be kept confidential. The researcher will not use your personal information for any purposes outside this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. The hard copies of the collected information related to this study will be stored in a locked file cabinet, or a fireproof locked safe at the researcher's home. A computer password will be assigned to the electronic files stored on the researcher's home computer for protection and a copy of the electronic files will be backed up on a password-protected hard drive. Only the researcher will have access to the study data. Data will be kept for at least five years, after which they will be destroyed by shredding the paper files and deleting the electronic files. Voice recordings from the interviews will be deleted immediately after transcription.

Contacts and questions:
You may contact the researcher, LaTonya Steele, at xxxxx or latonya.steele@waldenu.edu. You may also contact the researcher's faculty mentor and doctoral study chair, Dr. Patricia Fusch, at xxxxxxx or patricia.fusch@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the university's Research Participant Advocate. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 312-1210. Walden University's approval number for this study is **12-03-15-0318371** and it expires on **December 2, 2016**.

Statement of consent:
I have read the above information and I feel that I understand the study well enough to make a decision about my involvement. By signing this consent form, I am agreeing to participant in the study based on the terms described above and will receive a copy of the signed consent form for my records.

*If you choose not to sign the consent form, you can reply via telephone or email "yes I am interested in participating in the study" and schedule a time for an interview. You will receive a copy of the signed consent form with my signature and a typed statement that you confirmed participation via telephone or email.

Printed name of participant   _____

Date of consent   _____

Participant's written signature   _____

Researcher's written signature   _____

Appendix B: Semistructured Interview Questions

Interview Questions

1. What type of mentoring program does your organization have available for

   potential associate deans, vice presidents, and chief information officers?

2. What was the configuration of your mentoring program?

3. What are the strengths of your mentoring program?

4. What areas of your mentoring program need improvement?

5. How would you define the successful achievement of mentoring objectives?

6. How could your community college further assist you in coordinating the

   mentoring program?

7. What other information would you like to provide that I have not addressed?

Appendix C: Email Invitation to Community College Senior Administrators

Hello **(Potential Participant)**, my name was LaTonya Steele, and I am a doctoral student from Walden University. The reason I am writing you is to invite you to participate in a research study. I am seeking senior administrative leader volunteers as participants in my study regarding how may mentoring programs at community colleges contribute to the career advancement of potential academic leaders for administrative leadership positions. I anticipate the research may contribute to social change by providing knowledge for administrative leaders at community colleges looking to fill future leadership positions with qualified administrators by providing information on successful and ineffective mentoring programs. Community college administrators may also use the findings from this study to evaluate the effectiveness of current mentoring programs. In addition, this study could provide greater insight regarding mentoring relationships and behaviors affecting the career advancement of potential associate deans, vice presidents, and chief information officers of community colleges. Furthermore, mentoring programs may provide potential associate deans, vice presidents, and chief information officers with the necessary skills to fill future leadership positions before the retirement of current leaders.

If you are interested in participating in this valuable research, please email me your reply and any questions you may have about the study.

Best Regards,
LaTonya Steele, Doctoral Candidate

Appendix D: Community College A Leadership Program Agenda

Leadership Proposal

I. **Begin selecting participants in the spring (20-24 participants)**
    a. PC's recommendations along with application

II. **Sessions conducted in the fall and spring**
    a. 3 sessions in the fall (Sept, Oct, Nov) and 3 sessions in the spring (Feb, March, April)
    b. Each session being 3 hours long

III. **3 Sessions (3 hours each)**
    a. Session One: Foundations of Leadership and Leading Self (Sept)
        i. Foundations of Leadership
        ii. The Courage to Lead - Leading Self
        iii. My Leadership and Team Player Styles
        iv. Leadership Competencies Needed by CC Leaders
        v. Managing or Leading – are they different?

    b. Session Two: Solving Problems and Leading from the Middle (Oct)
        i. Leading from the Middle
        ii. Resolving Conflict
        iii. Coping with Difficult People
        iv. Leading Effective Meetings

    c. Session Three: Organizational Leadership (Nov)
        i. Managing and Leading Organizational Change
        ii. The Basics of Strategic Planning
        iii. Hints for Surviving that First Year as a Leader

IV. **3 Additional Sessions (3 hours each)**
    a. Session Four: Budgeting Process (Feb)
        i. Community College Budget
        ii. College Budget and Earning FTEs
        iii. SACSCOC/Accreditation 101
    b. Session Five: Institutional Knowledge (March)
        i. History of the College/State of the College
        ii. General College Overview: Each VP provides 30 minutes about their area and how they work collaboratively to get programming done across 3 counties and 15 sites

        iii. Political Side of the College: What does it take to advocate for the college

  c. Session Six: The Future of the College (April)

        i. Strategic planning, outcomes, and assessments

        ii. Future of Community College A

        iii. Tools for analyzing and solving problems and processes that exist at Community College A

Appendix E: Community College B Leadership Proposal Agenda

Leadership Program

Program Overview:
The Leadership program is designed to help Community College B employees gain valuable skills to learn how to encourage communication, resolve issues, motivate others, and be part of a successful and productive team.

College Certificate Model (applies to each module – may have slight variations)
- Required Core Sessions and Electives
- No cohorts
- Courses offered at varied times and locations
- Designed to take approximately two calendar years
- Participants apply for graduation
- Individual or Team Capstone Project

Module 1: *Leading Self and Influencing Others*
- Open to all employees
- Focuses on self-knowledge, communication, diversity, and the habits of successful leaders
- Lead by team of experienced Community College B presenters

Module 2: *Supervising and Managing Others*
- Open initially only to employees with supervisory responsibilities
- Focuses on conflict management, legal issues, coaching, and performance improvement
- Lead by the Associate Vice President of Human Resources and Human Resources Professionals

Module 3: *Leading Other Leaders*
- Open initially to deans or employees at an equivalent level
- Small cohort selected through an application process
- Focuses on leadership theory, strategic planning, fiscal accountability, power, politics, and articulating a vision.
- Leaders who complete the third level will be eligible to apply for practicums designed to prepare them for future leadership positions within the college. These practicums will provide intensive opportunities for mentoring and critical performance feedback in order to help address the future shortage of community college leaders that has been forecast.
- To complete the program, leaders will mentor the next group of Module 1 participants.

Appendix F: Face-to-Face Interview Script

Participants will provide a signed copy of the informed consent before the start of the

interview agreeing to participate as a volunteer in this study without compensation and

incentives. The following statements provided the structure and procedures for the three

participant interviews:

1. Arrange a date, time, and location to interview each participant through email

correspondence.

2. At the time of the interview, ask the participant for permission to begin the audio

recording on the laptop computer for the interview.

3. After participant agrees to the audio recording then, start the laptop audio recording.

4. Turn on the recorder and announced the participant pseudonym, as well as the date and

time of the interview.

5. Ask the participant if they read the informed consent form in its entirety, allow the

participants to ask questions about the informed consent, and if they agree to continue as

a participant in this study.

6. Welcome each participant with these opening remarks: *"Hello, My name is*

LaTonya Steele and I am a Doctoral student at Walden University. Thank you

so much for taking time out of your busy schedule to volunteer as a participant in this

study." "The total time allotted for this interview should be approximately 30- 60

minutes."

7. Assure the participant that all written and recorded interview responses will be confidential: "*Participant's personal information will not be used for any purposes outside this research project.*" "*Each participant will be assigned a pseudonym to maintain confidentiality and anonymity.*"

8. Check to make sure each participant received an email copy of the written informed consent form and ask for a signed copy. Give each participant a copy with his or her signature and the researcher's signature.

9. Explain that the informed consent form includes; a) the Walden Institutional Review Board (IRB) number for this study, b) an email address and phone number for the chair of my Doctoral Study Committee, and c) an email address and phone number for the IRB representative if they have additional questions about this study.

10. Ask participants: "*Are you still willing to participate in this study?*"

11. Explain the study's purpose and interview procedure: "*The purpose of this study is to explore how the mentoring programs at community colleges may contribute to the career advancement of potential academic leaders for administrative leadership positions.*" "*The interview is an open-ended questions format following an interview protocol.*"

12. Statement of consent and option to withdraw from the interview process: "*(Participant's name) this interview is voluntary, and you may decline to answer any question that makes you feel uncomfortable. Additionally, you may withdraw from the study at any time, during or after this interview and all notes,*

references, transcripts, and recorded information collected will be properly deleted and destroyed." *"If you decided to withdraw from this study, it will not be held against you in any way and will not have a negative effect on your professional standing."*

13. Before asking the interview questions, explain the concept of member checking, ensure each question was thoroughly explained, and confirm the answers provided by the participant were recorded.

14. Take field notes during the interview of key comments and observations.

15. After participant answers all questions, *"Thank you (participant's name) again for your time and willingness to participate in the study."*

16. Advise participant that they will receive a copy of the transcribed interpretation of the audio recording. *"(Participant's name), I will send you a copy of the transcribed notes from this audio recording within the next three days. Once you receive the document, please review for accuracy, and return it using (Walden email address). Thank you again for your time and sharing your experience and perspective."*

17. The interviews lasted approximately 30 to 60 minutes to obtain the responses from seven interview questions and follow up questions.

18. After confirming that answers recorded properly and to the satisfaction of the participant, the interview concluded with a sincere thank you for their participating in the study.

Appendix G: Succession Planning Finding from Community College Human Resource

Departments

Table G13

Community College A*	Community College B**	Community College C***
An informal succession plan is currently in place at the department level for all employees.	No formal process for successorship. It is an informal process at this time.	No succession planning or training. Most employees have been in current positions for many years. Low turnover in senior administrative positions.

*Community College A (internal communication, January 29, 2016)
**Community College B (internal communication, February 26, 2016)
***Community College C (internal communication, January 28, 2016)

Appendix H: Succession Planning Findings from Participant Interview Responses

Table H14

*Azalea**	*Bayberry***	*Crocus****
I have identified a couple of people in my organization who I believe have great leadership potential. As far as working with them, my goal is to identify. First of all, tell them that I see the leadership potential in them and then provide them with opportunities for them to grow and in other directions go beyond the confinements of the formal job description.	There is no real formal process for successorship.	Hopefully, I won't leave any time in the near future.

*Azalea (personal communication, February 4, 2016; personal communication, February 18, 2016)

**Bayberry (personal communication, February 2, 2016; personal communication, February 17, 2016)

***Crocus (personal communication, February 12, 2016; personal communication, March 15, 2016)

Appendix I: Mentoring Challenges Findings from Participant Interview Responses

Table I15

Azalea*	Bayberry**	Crocus***
The downside to that is there are some people there who do not get that mentoring and that extra time and attention to help them grow. I think mentoring programs and leadership programs are often thought of as separate and distinct things. People have to understand that this is mentoring, and it is not something that happens overnight. If there is a need for twenty people tomorrow, a mentoring program is not going to get you there quickly. I think formal mentoring programs are where you match person A with person B. I think there are just a lot of challenges in terms of having people connect virtually who are strangers.	I think a mentoring program is only as effective as the people who decide to join it. Because I think people have a misconception about mentoring being if you have a mentor then, that will be an automatic open door for you and you do not have to do any effort. I think it is quite the opposite. I think you have to have the initiative and to use those lessons as best as you can. So having a mentorship program does not necessarily equal success, if the participants are not willing to do the work. We could always use money. I think if we had a separate Professional Development division that would be very helpful. Because if there is an official division, there's a budget attached to it. There will be resources; there will be staff and all of those things. But, I do think to have it formalized.	To me, one of the drawbacks of the leadership program at other community colleges is participants have to be nominated into it. It can turn out to be a popularity contest sometimes.

*Azalea (personal communication, February 4, 2016; personal communication, February 18, 2016)

**Bayberry (personal communication, February 2, 2016; personal communication, February 17, 2016)

***Crocus (personal communication, February 12, 2016; personal communication, March 15, 2016)

Appendix J: Internal Mentorship Program Configurations Findings from Community

College Human Resource Departments

Table J16

Community College A*	Community College B**	Community College C***
No formal mentorship program for potential leaders.	No official mentorship program.	No mentorship program.
An informal departmental mentoring program is currently in place for new employees only.	We are currently developing a mentorship program for potential leaders. No mentoring manual currently developed but it is in the making.	
Pilot Leadership Development program for 20 -24 participants. Conducted in six sessions (3 sessions in the fall and three sessions in the spring).	Created a program to train the mentors on how to be a mentor.	
	Mentorship training will be a year-long program. Mentorship project will last for another year.	
	Leadership Development program (module 3) trains potential leaders.	
	The first group to go through mentorship program was in 2014. The second group started 2015 – 2016.	
	Not guaranteed to promote but prepare current/potential leaders.	
	Prepares leaders to be better.	

*Community College A (internal communication, January 29, 2016)
**Community College B (internal communication, February 26, 2016)
***Community College C (internal communication, January 28, 2016)

Appendix K: Internal Mentorship Program Configurations Findings from Participant

Interview Responses

Table K17

Azalea*	Bayberry**	Crocus***
There is one program that is in its pilot year, and it's designed for the people who are in those leadership positions or those who aspire to them. It is our first year of doing it. We hope to continue it.

So, I typically I think the selection process has to include self-nominations and people in positions of power making those nominations. | It's defined as a leadership program, and it has three modules. There is Leadership One, which is basically for any and all employees.

The Leadership Module 2 is aimed at middle management. So if you are already in a leadership position. A leadership position is defined as somebody who supervises somebody else.

The Leadership Module 3 is aimed at those individuals who are in the middle management role, who may or may not be slotted to go on to upper-level leadership positions. So, this is typically for those individuals who are already tagged as department heads or who upper administration sees potential for down the road. | They offer a more modular leadership training program, which is used as their professional development. It is run out of our Human Resources department to provide different leadership courses and they typically do those in cohorts and my management staff went through a leadership training cohort about a year and a half ago.

The only thing I would recommend for the leadership development program here is that they do one of the days off site like a day camp, so you are out of the office.

It is probably six to eight hours. It is one day but, it is broken up into multiple courses.

I think adding the mentoring piece is probably the single biggest thing that I would add and get senior executives access to some of the leadership programs and find employees under your leadership to actually go through the program with them. |

*Azalea (personal communication, February 4, 2016; personal communication, February 18, 2016)
**Bayberry (personal communication, February 2, 2016; personal communication, February 17, 2016)
***Crocus (personal communication, February 12, 2016; personal communication, March 15, 2016)

Appendix L: Leadership Development Program Findings from Community College

Human Resources Departments

Table L18

Community College A*	Community College B**	Community College C***
Yearlong program. V.P.s select 24 potential leaders often based on the recommendations of supervisors. Leadership development program is in its first year as a trial/pilot. It is available to all employees on all levels.	Leadership development program in place and separated into three modules. Leadership development program is for all employees. Leadership development program is for potential leaders. But, no guarantee that you will advance into a leadership position. Module 2 is specific to middle management. Module 3 is specific to individuals looking to advance into senior administrators positions. Department heads or upper administrators select individuals to participate in Module 3. The in-house staff teaches the courses in the leadership development program. Leaders of the leadership program mentor the Module 3 participants.	H.R. does not seek out potential leaders. Employees will need to let their supervisor know if they are interested in leadership development training. No specific programs internal or external recommended to employees for leadership development.

*Community College A (internal communication, January 29, 2016)
**Community College B (internal communication, February 26, 2016)
***Community College C (internal communication, January 28, 2016)

Appendix M: Career and Psychosocial Functions Findings from Participant Interviews

Table M19

Career Functions	Azalea*	Bayberry**	Crocus***
Sponsorship – Helps me attain desirable positions.	Yes	No	Yes
Sponsorship - Uses his/her influence to support my advancement in the organization.	Yes	No	Yes
Sponsorship – Uses his/her influences in the organization for my benefit.	Yes	No	Yes

Note. Career Functions are those aspects of the relationship that enhance career advancement (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M20

Career Functions	Azalea*	Bayberry**	Crocus***
Exposure & Visibility – Helps me be more visible in the organization.	Yes	No	Yes
Exposure & Visibility – Creates opportunities for me to impress important people in the organization.	Yes	Yes	Yes
Exposure & Visibility – Brings my accomplishments to the attention of important people in the organization.	No	Yes	Yes

Note. Career Functions are those aspects of the relationship that enhance career advancement (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M21

Career Functions	Azalea*	Bayberry**	Crocus***
Coaching – Helps me learn about other parts of the organization.	Yes	Yes	Yes
Coaching – Gives me advice on how to attain recognition in the organization.	No	No	Yes
Coaching – Suggests specific strategies for achieving career aspirations.	No	Yes	Yes

Note. Career Functions are those aspects of the relationship that enhance career advancement (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M22

Career Functions	Azalea*	Bayberry**	Crocus***
Protection – Protects me from those who may be out to get me.	Yes	Yes	Yes
Protection – "Runs interference" for me in the organization.	No	No	N/A
Protection - Shields me from damaging contact with important people in the organization.	Yes	No	Yes

Note. Career Functions are those aspects of the relationship that enhance career advancement (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M23

Career Functions	Azalea*	Bayberry**	Crocus***
Challenging Assignments – Gives me tasks that require me to learn new skills.	Yes	Yes	Yes
Challenging Assignments – Provides me with challenging assignments.	No	Yes	Yes
Challenging Assignments – Assigns me tasks that push me into developing new skills.	Yes	Yes	Yes

Note. Career Functions are those aspects of the relationship that enhance career advancement (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M24

Psychosocial Functions	Azalea*	Bayberry**	Crocus***
Role Modeling – Serves as a role model for me.	Yes	Yes	Yes
Role Modeling – Is someone I identify with.	Yes	Yes	Yes
Role Modeling – Represent who I want to be.	Yes	Yes	Yes

Note. Psychosocial Functions *are those aspects of the relationship that enhance the sense of competence, identity, and effectiveness in a professional role* (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M25

Psychosocial Functions	Azalea*	Bayberry**	Crocus***
Acceptance & Confirmation – Accepts me as a competent professional.	Yes	Yes	Yes
Acceptance & Confirmation – Sees me as being competent.	Yes	Yes	Yes

Note. Psychosocial Functions *are those aspects of the relationship that enhance the sense of competence, identity, and effectiveness in a professional role* (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M26

Psychosocial Functions	Azalea*	Bayberry**	Crocus***
Counseling – Serves as a sounding board for me to develop and understand myself.	Yes	Yes	Yes
Counseling – Guides my professional development.	No	Yes	Yes
Counseling – Guides my personal development.	No	Yes	Yes

Note. Psychosocial Functions *are those aspects of the relationship that enhance the sense of competence, identity, and effectiveness in a professional role* (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)

Table M27

Psychosocial Functions	Azalea*	Bayberry**	Crocus***
Friendship – Is someone I can confide in.	Yes	Yes	Yes
Friendship – Provides support and encouragement.	Yes	Yes	Yes
Friendship – Is someone I can trust.	Yes	Yes	Yes

Note. Psychosocial Functions *are those aspects of the relationship that enhance the sense of competence, identity, and effectiveness in a professional role* (Kram, 1985).
*Azalea (personal communication, February 18, 2016)
**Bayberry (personal communication, February 17, 2016)
***Crocus (personal communication, March 15, 2016)