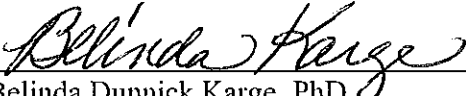




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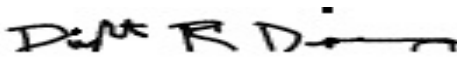
  
Belinda Dunnick Karge, PhD  
Committee Chair

  
Teresa Hess, PhD  
Committee Member

  
Rebecca Stanton, EdD  
Committee Member

The Dissertation Committee, the Dean, and Executive Director of the Doctor of Education Program of the School of Education, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty.

  
Heather Vezner, Dean  
School of Education

  
Dwight Doering, Executive Director  
Doctor of Education Program

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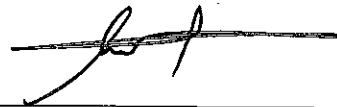
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VITA  
Suha Abu Zaineh

ADDRESS 1530 Concordia West  
Irvine, CA 92612  
Suha.abuzaineh@eagles.cui.edu

EDUCATION

EdD	2021	Concordia University, Irvine Educational Leadership
MA	2017	Concordia University, Irvine Master of Business Administration (MBA)
BA	2001	Balqa Applied University Chemical Engineering

PROFESSIONAL EXPERIENCE

2018-Present	Graduate Research Assistant Concordia University, Irvine
2014-2018	Human Resources Officer United Nations Amman, Jordan
2010-2014	Human Resources Supervisor Toyota & Lexus Amman, Jordan
2007-2010	Human Resources Officer Hewlett & Packard (HP) Dubai, UAE
2002-2007	SR Human Resources & Training Coordinator Aramex Dubai, UAE
2001-2002	Project Supervisor Solidarity Janessa Paris, France

ENHANCING MENTORING BY USING STRATEGIES FROM OTHER PROFESSIONS:  
SUGGESTIONS FOR EDUCATIONAL LEADERS

by

Suha Abu Zaineh

A Dissertation

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Concordia University Irvine

## ABSTRACT

This research is designed to understand how educational leaders can transfer personal and organizational value from other professions through mentoring to the work of education. A mentoring relationship is a valuable tool for learning. Mentoring increases leadership skills, performance, and productivity of an individual in any place of employment. Mentoring is an investment in the future of education as is reflected by success from other professions outside of education.

Although education has provided significant mentoring of new teachers, e.g. induction to the profession, there is limited evidence in the literature of formal mentoring of veteran educators. When teachers move grade levels or change from middle school to high school or move districts typically the only support is informal in nature. Whereas other professionals have a process of onboarding their employees at all levels of movement in a company or private corporation. These processes were studied and persons from outside of education were asked about the systems and recommendations made for possible use in the education area.

A mentoring survey, Mentoring Process in Workplace Survey (MPWS), was distributed using snowball sampling to over 100 persons across the globe. Eight executives were interviewed to determine specific skillsets used to mentor in various organizations. It was learned that staff productivity and performance can be greatly enhanced when organized mentoring is available throughout ones career. Specific suggestions for strengthening the mentor programs in education to expand throughout an educators career are provided.

*Keywords:* Mentoring, Induction, On-Boarding, Professional Growth, Career mentor

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## CHAPTER 1

### **Background of Study**

The concept of mentoring has become synonymous with new employment positions, yet not all professions have organized and structured mentor programs for all employees (Abu Zaineh & Karge, 2019). In education, it is common to see mentors provided during the first two years of teaching (Breux & Wong, 2003; Moir, 2003; Reitman & Karge, 2019; Sierra & Karge, 2020). What happens in other professions? This study will establish a solid understanding and rational conclusion through experimental research findings of mentoring process globally and what education can learn from other professions. The strength of the research lies in utilizing the benefits of the mentoring process in fields other than education to improve a system that is applied in the education field. It will be illustrated in the literature review that research has been conducted on related topics. Particularly a focus will be on why mentoring is important in the workplace among different professions. How can a more in-depth mentoring process improve the education system? Using mentoring strategies from other fields to improve educational mentoring has been studied on a limited basis (Aspfors & Fransson, 2015).

The mentoring process involves a relationship between a caring, supportive adult and an individual or adolescent (Rhodes et al., 2009). Individual mentoring assumes that supportive relationships with adults are important for personal, emotional, cognitive, and psychological growth (Ainsworth, 1989; Rhodes et al., 2009). This dissertation analyzes the state of mentoring process in the educational field and identifies the strengths and weaknesses of the mentoring cycle and what could be added from other professions to enhance education mentoring programs. Strike and Nickelsen (2011) offer research sharing that mentoring is important because of the professional socialization and characteristic support it provides to students in all academic levels,

besides the skills and knowledge students gain from mentors, this process facilitates success in graduate school and beyond.

This literature review provides the importance of establishing a close and strong mentor relationship, which is the triple connection between mentor, mentee and the institution, Denzel Washington said “Show me a successful individual and I’ll show you someone who had real positive influences in his or her life. I don’t care what you do for a living if you do it well, I’m sure there was someone cheering you on or showing the way. A mentor” (Washington, 2007). The mentoring process can help individuals find more confidence, self-esteem, and loyalty. Through mentoring, mentees can increase productivity and set huge performance goals for themselves. In addition, research shows that when a staff member has a mentor, their behaviors, attitudes, and interpersonal relationships will also be improved (Strike & Nickelsen, 2011). Mentors can help people grow in any workplace and close the gap in social and economic opportunities (Rhodes et al., 2009). For example, persons who are new in their careers or life stages can benefit from the encouragement, consultation, and sharing of experiences from more experienced people who can share opinions, ask key questions, and provide opportunities for reflection and growth.

In higher education, several mentoring prototypes exist. For example, in a research of university faculty mentoring students there were notification of several positive effects: Higher GPA for students who experienced a mentoring process (2.45 vs. 2.29), more units completed per semester (9.33 vs. 8.49), and a lower dropout rate (14.5% vs. 26.3%). The degree of mentor-mentee contact and GPA are also positively correlated.

Another mentoring model implemented by Leh (2005) indicated that technology mentoring was successful and useful since the graduate student mentors and their mentees which



are university professors profited from the experience. The option that worked in the setting of the present study was the peer mentoring model gained from other professions' practices and experiences. In the initial planning of this study, the researcher is using mentoring program that is used in private sectors, and United Nations workplace results and implement the strengths outcomes on educational field. No matter what mentoring model is used, mentoring supports most of what is known about how individuals learn, including the socially constructed nature of learning and the value of experiential, situated learning experiences (Kerka, 1998; Lave & Wenger, 1991; Tharp & Gullimore, 1988; Vygotsky et al, 1978). According to the constructivist theory, Learning is more effective when learning is in an environment where new knowledge and new skills are used, and when individuals build meaning for themselves through relationships and interactions with others. The mentees are required to complete projects related to their personal interests, which will learn in an environment that is meaningful to the mentees. Mentors can then enable learning by exhibiting problem-solving techniques, providing guidance and assistance, and interacting with their mentees. As the mentees' skills and knowledge increase, the mentor's assistance decreases. These processes are reflected in the mentor's roles of motivator, role model, advisor, guide and facilitator within the related setting (Blackwell, 1989; Galbraith & Cohen, 1995; Haney, 1997; Kaye & Jacobson, 1996). The function of the mentor is to provide a real learning experience, supplemented by personal relationships for social learning (Kerka, 1998; Schmidt & Wolfe, 2009).

In addition to the content of the statement, it is important to mention that to succeed in an environment where the current financial pressures and stakeholders' requirements for accountability and transparency are increasing, administrators and educators in educational organizations must be well prepared for their roles. Therefore, the emergence of high-potential

leaders is not the result of luck. Human capital management is an important strategic imperative. However, although potential leadership gaps and crises stem from data from multiple sources inside and outside the academic field, there is a lack of similar deliberate development activities in higher education, such as mentoring and career development. Our leaders must intuitively understand how to solve emerging problems, prepare for the rigor of the position, and have the right skills to lead a wide range of responsibilities. Furthermore, leadership is both a science and an art, so it requires a lack of comprehensive development methods in academia. There is no in-depth exploration on how education designs the process of intentional leader development, including mentoring, talent identification, career development, skills development, and succession planning.

### **Statement of the Problem**

Although a person may receive a mentoring experience from a variety of people, depending on how mentoring is defined, any of these relationships may not meet the criteria for being considered a coaching relationship (Haggard et al., 2010). And although the definition of mentoring is different in the fields of human development, psychology, education and human resource management, the overall purpose of mentoring is the professional and/or personal development of the individual or mentee (Luna & Cullen, 1995). Most studies cited in the literature on academic research describe mentoring as a relationship between senior members of the organization and junior colleagues. Usually, senior members will actively participate in the career development of young professionals (Cotugna & Vickery, 1998; Luna & Cullen, 1995). More recently, reverse mentoring (Greengard, 2002) is normally used in cases where younger or experienced technical users provide technical professional development for senior members of organizations with limited or no technical experience. However, the problem arises in education

where there is ample evidence of new teacher induction (mentor) programs, but a lack of career mentoring.

### **Purpose of the Study**

The purpose of this mixed method phenomenological study is to understand and develop the effectiveness of mentoring programs towards adults within educational organizations and/or staff members in United Nations and private sectors, compare results and finding among all levels, implement the advantages toward educational organizations to strengthen the educational system. Role modeling, counseling and friendship are three of the key features to a strong mentor-mentee collaboration to build both career and psychosocial being (Kram, 1988; Mertz, 2004). When individual has a mentor in career life or during childhood the interaction skills improves. Mentors assist with building personal and business skills, improve communication skills with colleagues and can be a sounding board when something is plaguing the mentees business and a need to vent to someone with no connection is present (Burke, McKeen, & McKenna 1994; Koc, 2011). The social and economic opportunity gap for all ages is enhanced when mentors are involved (Rhodes et al., 2009). A business mentor can introduce the mentee to persons who can help make the business more successful by expanding networks and connections (DuBois et al, 2006).

The current study is designed to understand how leaders can transfer personal and organizational value to employees through mentoring and to prove that mentoring workers is an investment in the future of business, school system, organizations, etc. A mentoring relationship could be a valuable method to speed up learning and increase leadership abilities for an individual in any place of employment (Hastings & Kane, 2018). A mentor helps the leader-to-be concentrate and earn clearness on different cases, provides explicit opinions and highlights the

buried strengths that the mentee has but never knew about, this process sharpens the leadership skills that the person might have (Stead, 2005). The purpose of this study is to learn about mentoring from professions outside of education and apply this knowledge to the education profession.

### **Research Questions**

The primary research questions in this study are

1. How can the findings in this research on organizations outside education influence and support mentoring in education?
2. What is a successful mentoring relationship in workplace and in what way it can develop leadership skills?

The following sub-questions were considered:

1. What are the attributes of a successful mentor? and
2. What strategies do mentors use to engage and connect with mentees to improve productivity and performance appraisal?

Hypothesis: This typically includes someone who is competent, caring, and has the qualities of a good teacher or coach. Outstanding communication abilities are also needed (McCann et al., 2010). A successful mentor is dedicated to helping his mentees gain achievement and fulfillment with their chosen career. (Zachary, 2002).

What strategies do mentors use to engage and connect with mentees to improve productivity?

The researcher hypothesis was that implementing a well-established mentoring program or process in the workplace, and specifically the education field, creates an environment where staff members and individuals can reach their peak productivity, leading them to a proper understanding of their leadership skills. A mentor empowers the mentee to make positive

choices, encourages youth to take ownership in their learning, helps young people develop life skills, helps young people develop core values and strengthens interpersonal skills and peer relationships (Carr et al., 2012).

### **Theoretical Framework**

Educational mentoring is an important step to improve academic and social mastery (Dierking, 2007). Mentoring is the basis for improving career paths and student academic performance (Dierking, 2007). It was also pointed out that the mentoring process of educational organizations provides teachers with opportunities to learn from experienced professionals who have already worked in the education field and solve many problems that beginners may encounter.

Mentoring incorporates three major concepts: 1. The mentor and mentee must be able to cooperate efficiently (Dierking, 2007). 2. The mentor can look to assist the mentee in developing actual lessons and reflecting on why prior lessons may not have been as successful as hoped (Dierking, 2007). 3. Besides that, the mentor and the mentee should work toward having effective learning conferences (Feiman-Namser, 2013). Learning conferences are used to discuss ideas for lessons and how to institute them correctly. New educators can benefit from it because they start the learning program at the beginning of the school year (Oliver, 2009).

When formulating and reflecting on the curriculum plan, the mentees can work towards the direction of pedagogy and content mastery. Although it is expected that many educators will be able to master the curriculum and content at the end of university studies, the truth is that many educators do not (Oliver, 2009). The mentee can learn about the teaching method and the depth of knowledge from his mentor and can ask relevant questions to expand his teaching method (Crompton, 2014). In addition, the mentor can observe the mentee and suggest

improvements without the pressure of an administrative evaluation of the mentee. With the expanded knowledge the mentee can learn from this relationship, there is the possibility for a more effective practice that can be used throughout their career (Crumpton, 2014).

While there has been a wide range of changes in the mentoring program by many states, foundational pieces of the mentoring relationship have not changed, such as the duration of the program and the mentor to mentee assignment. Mentoring is a necessity in educational organization to ensure success throughout their careers (Whitebook et al., 2013). In education, mentoring is a complicated part of the learning process for educators (Creswell, 2013), for example it is essential that an expert teacher assist a new teacher throughout the process of becoming an expert in their content knowledge, classroom management, and school politics (Mavroulis, 2013). The presence and assistance of mentor in the educational field is an essential factor to succeed in this particular profession, collaboration, pedagogical discussions, and practical mentoring are still the main part of mentees becoming successful individuals in their chosen practice (Whitebook et al., 2013).

The research streams that are addressed include: collaboration, mentoring in practice, and pedagogy. Collaboration is a reoccurring theme discussed by Whitebook et al. (2013). Whitebook et al. (2013) discussed the need to collaborate with others when an educator is new to the profession is essential in order to succeed. The mentees in this study spoke about the importance of collaboration as one of the most important skills for them to become more adapted to the organization's setting. The mentees noted that collaboration has helped them to become a much better instructor and to master the art of teaching. Also, the mentees that were privileged enough to have a mentor who taught in the same subject area noted the enormous amount of help that was provided by being able to discuss different strategies with their mentor. Whitebook et al.

(2013) discussed the importance of being able to connect on a professional level with a mentor as one of the primary reasons for job satisfaction. Despite the fact that the mentees only have one mentor each, they reported that it was a helpful to have other individuals in the department willing to help them during their start time. As a previous mentee noted in their discussion that the mentor should teach for a long time and have a good grasp of the curriculum and classroom management strategies.

The mentoring parties can continue their cooperation by using their time outside of the school day or extracurricular activities to discuss strategies and technical methods used by other educators in the organization that approach curriculum differently. This can really improve the teaching of the mentee, as well as the mentor, because it allows both members to identify an alternate approach they may not have used or experienced yet (Mavroulis, 2013). Finally, the importance of working with the students cannot be underestimated. It is important to work with the students to foster a learning environment that all can benefit from. The mentee can learn from the relationship they have with the students by mirroring it with the relationship they have with their mentor (Whitebook et al., 2013).

Mentoring process is an increasingly popular tool to provide guidance and support to those in need. Especially for young people who have been disappointed by adults in their lives, learning to regain trust is a gradual process. But it produced magical results (Ainsworth, 1989). The mentoring relationship between mentors and mentees may play a key role in the creation and maintenance of specific learning organizations and the entire young generation. This is a useful mentor, mentee and learning organization composed of three parties (Klinge, 2015). The application of the acquired items directly to life situations or situations is essential (Hathuc & Karge, 2020).

Mentoring process involves more than a meeting with the right teacher. Teachers must meet the right students as well to have the maximum benefits out of the process (Palmer, 1998). In addition to the mentoring process and the relationship between the two parties, the basic foundation of any mentoring cycle is to empower and educate the individual to explore personal motivation and be prepared to become a mentor. Personal assessment of coaching and mentoring skills helps determine the areas of coaching and development (Higley et al., 2016).

### **Significance of the Study**

This research aims to determine the positive impact and effectiveness of the mentoring process on adults in the organization, or the lack of such a mentoring process can negatively impact productivity. Ainsworth (1989) and Rhodes et al. (2006) confirmed that mentoring is essential, not only because the mentee can learn skills and skills from the instructor, but also because the mentoring provides personal, professional, social, and emotional support to help them successfully set personal smart goals and plan. The way to achieve these goals is to implement quality guidance, the secret to increasing the chances of success (Ainsworth, 1989; Rhodes et al., 2006). Being a mentor is an efficient way to enhance the person's leadership capabilities. Mentoring has a powerful effect to shape the characteristics of the future leaders because it simply teaches the individual to master the habits of guiding and listening effectively. Mentoring facilitates and widens personal views and provides a rational input (Hawkins, 2000). The significance of the problem at educational organizations is described by preparing individuals for the future life, career wise, as well as being a productive confident person. For example, the first year teacher mentoring allows for the success of teachers during the upcoming years of their career and having a well-established educators will impact positively on the outcome of the students. It also provides a reference point for the knowledge and expected practices in the years to come.



The lack of positive qualities in the mentoring relationships at schools and universities is not only a difficult situation to first year teachers, but also an issue to mentors that could equally benefit from a successful mentoring experience (Dierking, 2007). Exploring the current state of the mentoring program in private sectors and the United Nations will provide the needed information to find a solution to what positive qualities will benefit the mentees and mentors in the experience. By applying the positive qualities to the mentorship program, the mentees will not only be able to participate in a successful mentoring program but will become familiar with the best practices in the profession. In addition, the mentee will have a more thorough understanding of the content knowledge, and a sense of comfort in the organization's setting. The mentors will be able to realize what is expected of their experience, be able to reflect and share effective practices with their mentee, and draw a better understanding of the rewards received from a positive mentoring experience (Mavroulis, 2012).

As long as the mentor provides a positive mentoring experience, it will benefit the individual to be taught that a well-prepared educator (mentor) both in the classroom and for necessary outside classroom activities (Mavroulis, 2012). Although many studies on mentoring have been conducted, researchers believe that experience gathered from different professions and workplaces can add valuable information to the positive qualities required for success (Anderson & Karge, 2020; Abu Zaineh & Karge, 2019). This study will explore the positive qualities of the mentoring system that may lead to the ultimate success or failure of the process of mentoring. If mentees and mentors understand that the positive qualities of a mentoring process can lead to success, then, in theory it can lead to better prepared educators (Ehrich et al., 2004). In addition, by establishing a stable support system in the educational organization, the mentee will be able to be more effective in their classes when they manage their daily courses. Furthermore, the mentor

will benefit from a positive mentorship program by being able to understand the advantages of the mentorship. In addition, the mentor and mentee will each have more meaningful reflections of their experience, which can lead to enhancing their career (Ehrich et al., 2004). The researcher interviewed previous mentors and mentees to understand the positive and negative characteristics of the relationship between both, as well to understand their reactions to their experiences in the mentoring program so far. Through these interviews, the researchers collected the positive and negative characteristics of the mentoring process that each experienced in the mentorship cycle. After analyzing the results of the study, the researchers made recommendations to improve the quality of the mentor-mentee collaboration by identifying the positive qualities required for successful coaching. In addition, the researcher observed the interaction of mentees and mentors in different workplaces from various occupations in the private sector, educational organizations, and the United Nations to help understand possible shortcomings.

The researcher sought to identify the results that were garnered from the mentee and mentor pairings and used them to positively change the culture of the mentorship program moving forward. With these changes in place, the intent is that the positive qualities that breed success in a mentorship will become a part of all future mentor pairings at schools and universities or even other educational organizations. The qualitative data on the mentoring experiences adds to the literature that describes the positive qualities of a successful mentorship. Furthermore, this study provides yet another example of how a coherent mentoring program can improve individual's productivity, social excellences and academic outcomes.

### **The Researcher**

The researcher previously worked in multi-national companies in various private sectors in several countries, besides notable experience with United Nations in France, Jordan, United

Arab Emirates, United States of America, and Turkey. The researcher has specialized in human resources, career growth, and staff training and development over the course of ten years' experience, through collaboration, communications, and supervising staff. The researcher believes there is an urgent need to use the practices of mentoring and coaching from the business world and other professions to enhance educational fields. This type of career mentoring may in fact provide an answer to teacher attrition.

### **Definition of Terms**

*Career Professional Development:* Services and activities provided to individuals to assist gaining a wide-range of career and life transitions.

*Culture-Sharing Group:* Is a group of people whose members have been together for extended period of time, they created a shared pattern due to common language, attitude or behavior (Creswell, 2013).

*Education:* For the purpose of this study education is referenced as teaching, teachers and those working with students (not school administrators). The researcher is aware there are mentor programs for new teachers and for new administrators. However, this study is looking at mentoring for educators (teachers) when they change schools or districts or grade levels.

*Mentoring:* The relationship between two people where the mentor is an individual with more experience who guides the mentee with less experience (Sierra & Karge, 2020).

*Positive Qualities:* The valuable and appreciated traits individual has such as kindness and/or positivity.

*Private Sectors:* Companies and institutions that are not owned by the government, being run by individuals or shared stocks for profit purposes.

*Servant Leadership*: A Philosophy in which an individual interacts with others with the aim of achieving authority rather than power. (Tarallo, 2018)

*Theoretical Framework*: Is the structure that can hold or support a theory of a research study (Vinz, 2020).

*United Nations*: International organization that works to promote peace, security and cooperation and was founded in 1945.

### **Limitations**

The following limitations are exhibited within this study:

1. Differences from various individuals and how they interpret the survey questionnaire might cause inaccuracy, as the participants come from private, United Nations and education backgrounds.
2. Interviews' feedback may have been influenced by field of work.

### **Delimitation**

Interviews and surveys questionnaires were conducted in private sector organization, educational organization and United Nations (UN). The interviews invited executives, professors and management level to share experiences. However, these were limited by who was reached by the snowball sample.

### **Organization of the Study**

This research study contains five chapters. Chapter 1 includes a background to the study, a statement of the problem, the purpose of the study, the research questions, Theoretical framework, the significance of the study, the researcher, as well as definition of terms. Also included the study's limitations and delimitations, and organization of the study. Chapter 2 is the review of literature which states the importance of mentorship in education in both higher

education and K-12 education level, it covers the types of mentorship and benefits in medical, entertainment, business and other professions. It also defines the mentorship in United Nations including the way to develop a strong leader. Chapter 3 describes the methodology chosen for this study, including the settings of participants, instrumentation, the data collection process, as well as the steps taken to curate and analyze the data. Chapter 4 presents the study's findings with further insight on the participants in relation to the research questions. Chapter 5 provides a summary of the overall study, further discussing findings, and implications of the study, conclusions drawn, and suggestions for further research.

### **Summary**

Mentoring in an educational organization has been a practice in need of improvement for many years. The study seeks to improve the mentoring program by providing research on the positive qualities of a successful mentor relationship from different professions through different workplaces in private sectors and United Nations. The use of mixed method of qualitative and quantitative data was used to obtain the information required. With the information collected the researcher was able to provide the proper procedure for effective practices and identify the positive qualities of a successful mentorship for future partnerships. Mentoring is a large part of the education experience for all individuals, educators, students and administrators (Lovo et al., 2006). It will continue to be a notable process to move into the future. Mentoring provides many individuals with their first experience in understanding the culture of teaching. This study will add to the research of mentoring by identifying the positive qualities of a mentorship used outside of education that could be used in the education field to enhance teacher quality and longevity.

## CHAPTER 2: REVIEW OF LITERATURE

### **Introduction**

This review of literature aims to show how mentoring practices across professions can serve as models for improving the quality of leadership in the field of education. Ingersoll and Smith (2004) discussed in their comprehensive review of educational mentoring the fact that the education field has not had structured initiation mentoring processes generally experienced by white-collar professions. The primary mentor program for educators is induction (first two years of teaching). In some districts if the person is in trouble and has an improvement plan created a mentor is assigned. If a veteran teacher moves from elementary to high school, there is not a system to mentor – all informal. If a private school teacher with five years of experience who has already been through induction moves to private there is no formal mentoring – again all informal – same with universities. Although the field of education has made substantial progress in supporting new teachers, there is much to be learned from other professions who support their workers throughout the employees' career with mentoring.

This literature review includes research related to mentorship practices in the areas of business, human resources, medicine, and entertainment. The intention was to determine what the field of education can learn from these other professions. The chapter highlights the practices of mentoring process in United Nations and private sectors. Mentorship in both higher education and K-12 schools is reviewed. This chapter reviews the effect of the mentoring from different aspects and point of views, the impact of leadership on mentoring and vice versa. Throughout the chapter, a primary theme discussed is the prospective of a great leader and lessons learned from great leaders.

### **Importance of Mentorship for Developing Strong Leaders**

Leadership is the technique of consolidating a group of individuals and encouraging them to achieve a shared goal (Lencioni, 2002). Successful leaders are the individuals who have the competencies and the mixture of characteristics and leadership skills that makes group members want to follow their roadmaps and adopt the leaders' point of view (Lencioni, 2002). Wooden and Jamison (2005) explained that leadership does not depend on a person's title, seniority, or capability to utilize power. Leaders can appear at any level if they can encourage an aspiration in those with whom they collaborate, to strive toward a common goal, which can be achieved successfully through any number of approaches.

A common delusion about leadership is that it is a trait the person is born with. It is well known that the greatest leaders the world has identified in all history were born with some native supernatural quality which they combined with hard work to obtain traits that allow them to lead more professional than others (Robbins, 2020). Leadership is a combination of both skill and a tool the person can persistently develop and use to create lasting change. Leadership is not something you're born with or without, it is an innovative power individuals can strengthen and cultivate over time (Robbins, 2020). The theory of Great Man and Attribute theories assume that individuals inherit certain attributes and qualities that make them more fit for leadership. In 1840 Thomas Carlyle said, "To suggest that leaders do not enter the world with extraordinary endowment is to imply that people enter the world with equal abilities, with equal talents." Behavioral theories believe that a human being can turn into a successful leader through the process of learning, teaching, and observation. Leadership is a set of proficiencies that can be gained by experiences, observation, practices, and guidance over time (Stead, 2005). Leadership learning is an ongoing lifetime approach and activity. Good leaders seek out expansion

opportunities that will develop their skills and help them learn new proficiencies. The United States military embraces this doctrine which is evident through its leadership training program (Garic, 2006).

Whether an individual is Vice President of a multinational company or entry level educator trying to succeed in grading a pile of students' tests, leadership is about generating and supporting positive, permanent change in person's life and the lives of the people around him. Emerging qualitative leadership skills takes commitment and persistence. Robbins (2020) gives guidance to great leaders by saying "working out person's leadership muscle every day will lead to influence growing. An idea is only an idea, one that will ultimately die, unless you can become a person of influence, a person who can influence and lead your peers toward that idea's fruition" (Robbins, 2020, p. 8).

Combining both skills of leadership and mentoring traits result in a great outcome. Karge et al. (2019) purported that leading with mentorship techniques such as to share by listening, activate questioning, receive powerful feedback, engage in positive thinking, reliable reflections; ultimately take action to achieve set goals toward a greater impact leading to productivity and success. The idea of doing great things seems normally a difficult approach especially when the individual is doing it alone without a supporter. That is why all great leaders have mentors and subsequently mentor others. For example, Steve Jobs the chairman, chief executive officer (CEO), and co-founder of Apple Inc. had Bill Campbell who was chairman of the board of trustees of Columbia University and chairman of the board of Intuit and was VP of Marketing and board director for Apple Inc. and CEO for Claris, Intuit, and GO Corporation as a mentor. Mark Zuckerberg co-founder of Facebook, Inc. and chairman, chief executive officer, and controlling shareholder had Steve Jobs. Bill Gates co-founder of Microsoft Corporation had



Warren Buffett the chairman and CEO of Berkshire Hathaway. The reality is success is a team sport and regardless of how competitive a person is, ultimately it is about the team.

Applying a well-established mentoring strategy can attract and retain high-potential talent, sustain staff loyalty, and accelerate leadership development and readiness. Leading with mentorship is also an effective tool for shaping organizational culture and closing engagement and generational gaps. Employers are increasingly recognizing the benefits of solid mentoring in leadership development by serving a strategic purpose when linked to talent strategy, leadership development, workforce planning, and organizational goals (DuBois et al, 2006).

A mentoring relationship could be an important technique to accelerate learning and increment initiative capacities for a person in any place of employment (Hastings & Kane, 2018). A mentor helps the leader-to-be focused and to acquire clarity identified with various cases, stipulate explicit opinions, and feature the buried qualities that the mentee has yet never thought about; this process sharpens the leadership skills (Stead, 2005). As a leader, it is essentially important to put in place an efficient mentoring process for the purpose of refining the mentee's leadership capabilities. This has a powerful effect as it simply teaches the individual to master traits and ultimately enhance their career (Bennis, 2009). Great leaders listen and guide effectively, enable and broaden personal views, provide rational input, empower followers, and provide appreciation and recognition. Each of these will be explained in depth below.

### **Listen and Guide Effectively**

Due to the day-to-day strategic responsibilities leaders are bombarded with, it gets trickier to devote quality time to listen. Mentoring encourages and inspires leaders to listen and give extra consideration which will lead to efficient leadership (Hawkins, 2000).

### **Facilitate and Broaden Personal Views**

Great leaders expedite and broaden personal views by coping with differences and changes and accommodating with other people from different backgrounds (Bennis, 2009). Great leaders can handle challenges effectively through mentoring process. Mentoring also strengthens leadership traits by using influence and network to connect protégés with the world (Hawkins, 2000).

### **Provide a Rational Input**

Wise feedback is a treasure building mutual trust through a logical outcome and two-way communication (Hawkins, 2000). Portner (2002) cautions that development of a relationship with mutual trust takes time. He suggests the same stages Scholtes (1988) purposed for group development is in fact true for mentor and mentee relationships. Scholtes suggested groups of two or more individuals often go through the four stages of forming, storming, norming, and performing before they unite in mutual trust. During the forming stage, the preliminary communication provides a time to develop and bond. This is followed by additional confusing time, which is the storming, when the mentee may become self-protective and even question the mentor. By the time norming is reached, collaboration and trust are clear. A solid working relationship then forms to allow the mentee to perform at a higher level with sufficient support and knowledge (Portner, 2002).

### **Empower followers**

Li, Chiaburu, and Kirkman emphasized that investing in people through empowering them is an effective characteristic for a successful leader (Li et al., 2017). President John Kennedy empowered NASA and its staff to believe the impossible could happen by challenging the nation with a new vision, placing a man on the moon and bringing him back safely to earth

by the end of the decade. He empowered the NASA team by believing in their experience and skills (Gilruth, 1975).

### **Appreciation and Recognition**

Li et al. (2017) also stated that employees' appreciation and recognition improve their loyalty and productivity. As Chinese philosopher Lao Tzu, who lived in 600 BC said "A leader is best when people barely know he exists, not so good when people obey and acclaim him, worse when they despise him. But a good leader, who speaks minimally, when his work is done, his aim fulfilled, they will say we did it ourselves" (Peterson, 2018).

Tony Robbins (2020) confirmed that there are a distinct set of learned qualities and styles that unify the best leaders. The best leaders are committed to using time, dedication, consistency and a distinct purpose to achieve their goals. Cultivation of these and other skills support growth as a great leader.

## **Mentorship in Business**

### **Benefits of Mentoring in Business**

A business mentor is a great investment. Mentoring in business can support the mentee competence on how the business is going to look through the eyes of a potential investor, a client or customer or a visiting government official (McCann et al., 2010).

Business is a unique profession where money is the core concept. Counseling, role modeling, and friendship are three of the key factors to a successful strong mentor-mentee partnership designed to build both career and psychosocial being that leads to a well-established business (Kram, 1988; Mertz, 2004). Individual communication skills expand when a person has a mentor either as a young child or during their career life. Mentors assist with building business skills, interaction with employees, and serve as sounding boards when something is plaguing the

mentees business and a need to vent to someone with no connection is present (Burke et al.,1994; Koc, 2011). The social and economic opportunity gap for all individual ages is reduced when mentors are involved (Rhodes et al., 2009). A business mentor plays a remarkable role by introducing mentee to a web of networks of people who can help make the business more productive and successful in the market (DuBois et al. 2006).

### **Types of Mentoring Relationships in Business**

There are formal and informal mentoring processes in the business profession. These exercises are identified in most every business as a process to ensure organizational success (Haack, 2006). Fagenson-Eland et al. (1997) claimed mentors and protégés involved in an official mentoring relationship communicate less often than those in an unofficial mentoring relationship, yet the supervision and career sustenance was equivalent (Abu Zaineh & Karge, 2019). Business owners and managers need to seek advice and ask questions. Friends, others who own similar businesses, the store next door, and often family members all give advice (McDonald & Lambert, 2014). The formal mentor goes beyond these informal conversations and advises on more complicated business matters and practices that others may not know how to solve.

UPS conducted a survey to identify the effect of mentoring on small businesses, the results indicated that 70% of small size business assured that having a mentoring program for employees survived the business more than five years. This is double the survived time for non-mentored small size businesses. The same survey indicated that 88% of business owners with a mentor said that having one was invaluable. Mentoring is by far the missing link to small business growth and survival (McShane, 2019).

According to Sage.com, 97% of individuals who experienced a mentor in their career life say they are valuable, when 55% believe mentoring can help them succeed, 60% look for experience in a mentor above anything else, but worryingly 85% currently do not have a mentor. This study was conducted during National Mentoring Day and shows the value of mentoring for marketers (The Chartered Institute of Marketing, 2018).

A survey conducted with small to medium size businesses, revealed that 93% of these businesses acknowledge that mentoring is a tool that can help them succeed, but only 25% of these small and medium sized businesses currently make use of business mentors (National Mentoring Day, 2018)

National Mentoring Day journal also stated that a recent survey conducted by the United Kingdom's Department for Business, Innovation and Skills found that 94% of small and medium enterprises businesses using external support have seen benefits. These institutions are more determined and have higher relative staff turnovers. Sixty-seven percent of the firm and businesses reported an increase in productivity due to mentoring presence. Fifty-five percent of firms and businesses said that mentoring had a positive impact on their profits (National Mentoring Day, 2018).

### **Mentorship in the Medical Profession**

#### **Benefits of Mentoring in Medicine**

A key area of satisfaction in the medical world is a strong mentor (Ramanan et al., 2002). An improvement in career gratification and a higher rate of promotion are both keys to job satisfaction. Ramanan and colleagues (2002) report mentor clinical skills, excellent teaching, and modeling of compassion and patient care rate highly with mentees in the medical professions. Northcott (2000) report on the value of a more experienced colleagues guiding a nurse who is new

to the profession. They discuss the importance of the day-to-day experience working side-by-side with a veteran mentor as a way to understand more fully the profession (Abu Zaineh & Karge, 2019).

### **Types of Mentoring Relationships in Medicine**

Overeem et al, (2010) stated in their study about the effect of mentoring processes toward doctor's performance that before appointing a mentor, four issues and conditions should be considered. First, some mentors have problems providing negative feedback to mentees and also lack of experience in interview skills such as active listening. This may be related to their lack of experience in formative assessment and the lack of training focused on practicing these skills. Lack of experience should be resolved by improving training. This training is completed prior to appointing the mentor. Secondly, it is recommended to pair the mentor with a doctor who does not have a personal or close working relationship to prevent embarrassment due to familiarity. Thirdly, Opportunities for collaboration between mentors should be established, making it possible for them to talk about difficulties in providing negative feedback and evaluation. Fourthly, there should be a considerable motivating incentives for mentors to compensate for their time and energy, and encourage the establishment of a high-quality mentoring process. Further investigation is required to determine whether doctors are actually internalizing external evaluations and whether this will improve performance. Future research can investigate whether the improvement suggestions made in the 360-degree feedback will result in a well-planned advance plan. The influence of mentors on the difference between self-evaluation and external evaluation is also worthy of further study (Overeem et al, 2010).

## **Mentorship in Entertainment Professions**

### **Benefits of Mentoring in Entertainment**

Providing mentoring advice is very common for many well-known persons in the entertainment profession. The Emmy award winning journalist Barbara Walters (1970) encouraged interns to “follow your bliss” (p. 110). The concept is to decide what the individual wants to do in the entertainment field and do it! Volunteers in entertainment often start without a pay or at the bottom of the pay scale and work their way up. It is critical that the mentor believe that the person can be who he wants to be. Academy award-winning director and producer Steven Spielberg notes the power of listening (Notbohm & Freidman, 2019). Be a sponge, listen and learn. It takes too much energy to pretend one is someone else or to copy another person’s personality or character. Determination and belief in oneself come from within. While these comments may seem fundamental, they are essential to the mentoring process in the entertainment profession. Mentors need to take time to improve and remind mentees of the value of following their goals, being themselves and listening carefully (Abu Zaineh & Karge, 2019).

Entering the entertainment industry is not easy, especially when creators try to do it themselves. Some celebrities rely on the guidance of their mentors to help them succeed. Look at Justin Bieber, who, under the guidance of his mentor Usher, transformed from a little-known YouTube creator to one of the world's best-selling music artists. Even Usher emphasized the importance of an entertainment profession mentor and paid tribute to his mentor Sean "Diddy" Combs for his success. Mentors can provide unparalleled valuable insights that the mentee cannot find anywhere else (Mariano, 2018).

### **Types of Mentoring Relationships in Entertainment**

Mariano (2018) stated that a successful mentor should have adequate industry experience to provide reliable guidance and establish a foundation for the mentees. When individuals start a career in the entertainment industry, they may feel overwhelmed. Therefore, in addition to providing feedback to help overcome challenges, the mentor should be able to answer any questions the trainee encounters. The right mentor will understand what works and what does not work, and can help set achievable goals and strategies to achieve them. In addition, the mentor can act as a facilitator encouraging mentee to compete in the entertainment market and keep the mentee motivated. Most importantly, once the right mentor establishes a connection with the mentee, they can access countless professional work contacts and network, which will open up new career paths (Mariano, 2018).

The quality of traits and personality to look for in the mentoring connection before selecting a mentor depends on the most important step, which is to ensure that the mentor is perfectly suitable for the mentee in the entertainment industry. Getting along with the selected mentor is very important for the celebrity-to-be because they will communicate often and spend long time together through their career path (Mariano, 2018). The characteristics mentors should have in the industry of entertainment include industry success and knowledge as well as a passion to help a colleague.

### **Previous Success**

The mentor's history of entertainment profession achievements will fully illustrate how successful he was doing the job. The mentor should be able to provide consistent and accurate advice and accomplish significant achievements. The previous skills and traits are essential when hiring a mentor in the entertainment profession in order to trust that the mentor will help the



mentee achieve the targeted goals and perceived success in the field of entertainment. Mentee should look for mentor's reputable reviews, recommendations, or feedback on social media or websites to find out if they are proficient and capable of making a star especially if the mentee previously became truly successful (Mariano, 2018).

### **Similarities**

It is very essential that both mentor and mentee share the same values and views and both have a set of similar goals. A mentor and mentee relationship without understanding or a solid bond is like having no mentor at all. Understanding one another is very important. The mentee doesn't want to clash down the road when it comes to expectations. Having similarities will help create a pledge and establish mutual trust (Mariano, 2018).

### **Availability**

Besides the scheduled appointments between mentor and mentee, sometimes the mentee needs to contact the mentor. Accordingly, the availability of the mentor will be of great value to the mentee. Communication is an important part of working together, because the mentee should feel comfortable to be reached when needed (Mariano, 2018).

### **Challenging**

In order to reach the person's fullest potential, the mentee will need to get out of the comfort zone and the mentor will be the one to push and challenge the mentee. The mentor also should not be afraid to criticize constructively and the mentee must take the feedback and use it to become better and to improve (Mariano, 2018). Although all industries need previous success, similarities, availability and challenging skills in the mentor, the entertainment business thrives on these skills.

### **Mentorship in the United Nations**

Increasingly, the United Nations is empowered to assist in post-conflict social reforms, reorganization and reconstruction of security-related departments, including justice, corrections actions, and policing. Since these components have undertaken the task of capacity building, the United Nations seeks to provide the skills required by the specialized components to transfer knowledge to their national counterparts to ensure sustainability. Mentors and consultants provide continuity of adult learning strategies from training to advising to coaching to mentoring according to the development stage of the training team and national counterparts (United Nations HR Portal, n.d.).

#### **Benefits of Mentoring in the U.N.**

At the United Nations, the mentoring process is a very promising approach. The United Nations Habitat Urban Youth Foundation often provides an exciting opportunity for people who want to guide youth leaders around the world and help them become active citizens in their communities and bring about global change. These programs are dedicated to enhancing the capabilities of young people around the world by providing grants and capacity building to certain organizations in developing countries. Every year, more than 8,000 youth-led organizations apply for grants not exceeding \$25,000. These youth-led groups cover all fields, from technology and agriculture to governance, education, and poverty reduction. This is a unique opportunity for experts and consultants to collaborate with the world's top youth groups and elevate youth empowerment to a new level. As a mentor, he will become a full member of the United Nations community and will be able to access a global network of emerging young leaders (UN-Habitat announces new youth mentor program - Office of the Secretary-General's Envoy on Youth, n.d.). The mentoring process in the United Nations (UN) designates the mentee

who has had little experience in skill to be connected to a mentoring program to provide some specific knowledge and skills level of training.

### **Types of Mentoring Relationships in the United Nations**

The United Nations has three levels of support for youth in the system. A somewhat more advanced mentee is likely to be able to pose the questions and problems confronted with, but lack the answers and still seek the advice of the mentor which is typical of the first level, advising. Coaching is the second level, the mentee has a set of skills, behaviors and attitudes, and the mentor is there to provide feedback and coaching for expanding, upgrading, and refining these skills and attitudes. At the most advanced level the mentor is a resource and a counselor, a trusted equal with whom to generate, discuss, and weigh alternative courses of action. The mentee may need each of these approaches with regard to different aspects of job. For example, a veteran police officer may have a wide range of skills and experience in policing but may never have had to deal with organized crime before. He may require more advising for a time in this regard (U.N. Department of Peacekeeping Operations, 2012)

The goal of adult learning is walk along-side the mentee. This includes advice, coach and guide the mentee's behavior and attitudes in a predetermined agreed on direction (Knowles, 1996). This is the goal of the mentor and the mentoring relationship. The individual is very likely to listen to and be influenced by ideas and attitudes expressed by colleagues. Mentors would do well to seek to engage and facilitate small groups of mentees in conversation and problem solving around work related issues. Mentors and mentees are motivated by what is in the exchange that will benefit them, for example possible promotion or greater job security. By providing immediately relevant and practical problem solving, alternative approaches, career advice and networking opportunities the mentor can benefit the mentee's career as well as make

the mentee's day-to-day job easier and more manageable. The United Nations mentoring process also emphasized that mentors should talk less and listen more (Mentor International, 2020).

Resistance comes when a mentee feels condescended to, or feels the mentoring is not practical or relevant to current daily situation, hierarchical relationships or culture. Resistant mentees show up late or miss appointments or provide little response. Furthermore, resistant mentees may even be challenging or uncooperative. If the mentor has a lower rank or is younger than the mentee, or if the mentor lacks knowledge or professionalism, especially in the uniformed services, these will all create resistance (Mentor International, 2020).

Establishing the right mentoring relationship starts with being open and treating the person with respect. It is critical to listen carefully and without judgment, demonstrate knowledge and experience where it will be useful to the mentee, be consistent in upholding United Nations standards, support mentee's ideas whenever mentor can and be of benefit to mentee's career and work life (HR Portal, n.d.). The mentee needs to see their assigned mentor as an expert in the field and able to translate this to the situation. To avoid failure, the mentee must recognize and show respect for the fact that a mentee is older than mentor or of a different gender and avoid physically interfering in an immediate situation when there is no executive mandate to do so. Credibility depends on setting a role model as a mentor and asking questions that will help lead the mentee to make appropriate conclusions rather than just telling them what the correct thing to do is. Pre work to study the local culture and careful observation as well as discussion with the mentee will translate knowledge into the local context besides avoiding misunderstanding by clarify ground rules and expectations with mentee (HR Portal, n.d.).

Proper communication and need analysis skills are important aspects in the mentoring relationship, a mentor needs to adopt the same attitude a physician has when a patient seeks

advice. No physician would just start prescribing remedies without thoroughly understanding what the patient sees as his or her symptoms and problem and what the patient hopes to accomplish in remedying it. That's why a mentor and mentee need to engage in a need's analysis. A needs analysis should establish benchmarks of where the current skill level, attitude and behavior of the mentee is with regard to the key areas of professional requirements, what the international standards and local requirements are, and what the gaps are (HR Portal, n.d.).

### **Mentorship in Education**

#### **Higher Education**

The focus of work in the field of higher education is changing. Staff and faculty with less work experience seek a mentor with more job experiences and professional abilities who can support them in their career development. Administrators argued that there is no time to invest in coaching and mentoring new entrants (Ehrich, 2004). Faculty are stressed and feel pressured to publish and conduct research (Pololi & Knight, 2005). This is one of the major aspects that prevent them from participating in the mentoring process. Other long-term scholars have also pointed out lack of colleague coaching or mentoring experience and skills. Ehrich (2004), purports that in institutions without a formal mentorship program, the mentor issue is particularly problematic because only a few people interpret their role in academia as being responsible for mentoring others.

#### **Benefits**

The mentoring process can bring benefits and ease the challenges faced by employees facing organizational changes (Viator, 2001). Mentoring can encourage staff and faculty members to feel appreciated by the organization because the mentor believes that their knowledge and experience are valued by colleagues and superiors, and the mentees feel that the

organization is ready to invest in their future. Mentoring can also help rekindle the enthusiasm of disillusioned employees and revitalize exhausted and senior employees. It also helps improve the self-esteem and self-confidence of academic staff.

The mentoring process in the university workplace provides a safety valve for career-related frustration, allowing mentees to discuss issues and challenges that affect their professional life. In addition, it provides psychosocial assistance in the workspace, which helps mentees deal with role indistinctness, role conflicts and perceived environmental uncertainty more effectively (Viator, 2001). It can help workers solve the ever-changing environmental issues related to organizational culture and politics. If not handled properly, it may adversely affect self-esteem and efficiency. Mentoring is also a learning mechanism, with a series of company advantages beyond personal advantages, such as career and personal development.

Mentoring as a way to improve personal skills and technical experience has become more and more common. Wilson and Berne (1999) believe that educators can enhance learning and development through a collaborative culture of thought exchange and experimentation. Always based on the developmental nature of the mentoring relationship, the mentor will need to coach the mentee based on specific skills perceived to be developed. For a variety of reasons, it is often difficult to obtain higher education mentoring process. Boice (1992) pointed out that lecturers in higher education are hesitant and not easy to accept mentors. There has been little progress in this area, due to the political presence of educational institutions, women workers expressed a sense of marginalization (Boice 1992). Recognizing that mentoring has a significant role to play in staff growth and with a view to make mentoring more open to lecturers, a range of proposals have been made on potential interventions, such as the implementation of a structured mentoring program (Chesmore et al., 2017).

Formal approaches will usually include two academics at various points in their career, collaborating together on a formal action plan that would generally be settled upon by a mentor (an academic with more knowledge of doing a certain thing or working in a particular field/theme) and a mentee (an academic with less experience of doing a particular thing or working in a particular field/theme). In universities and community colleges, mentoring has been related to career development, increased self-confidence, individual self-esteem, satisfaction and development (Enrich et al., 2004). There are some issues involved with the successful execution of mentoring programs. For example, consideration must be given to the health of the personality, and/or the particular ability sought by the mentee, the mentoring expertise of the mentor, and the work experience of the mentor.

A formal traditional mentoring process sometimes limits individuals participating in the program, due to cost and other factors (De Janasz et al., 2003). The result of mentoring practices based on expertise and power assumptions within a mentoring relationship may reduce the probability of substantive progress happening (Darwin, 2000). In these mentoring relationships, learning is seen as linear and top-down, and the mentoring relationship itself can become over-protective and inhibitive (Darwin, 2004). Today's university landscape has evolved dramatically relative to three decades ago when traditional mentoring services were first applied to higher education (Darwin, 2000). Promotion and tenure are not guaranteed; lecturers, including early career professors and researchers, may obtain funding to maintain jobs, and academics are under intensified pressure to conduct sponsored research and publish in top-quality international publications (Darwin, 2004). Higher education is an intensely dynamic world in which cooperation is often spoken about but in fact is much more difficult to achieve. It is also an

atmosphere in which researchers are more likely to guard their time than to devote themselves to the professional advancement of others.

### **Types of Mentoring Relationships in Higher Education.**

The term mentoring defines a wide range of student-student, faculty–student or staff–student relationships in higher education (Crisp & Cruz, 2009). These relationships are often described at an administrative level. Despite this focus, a mentoring process is still widely regarded as an effective mechanism to have a positive impact on undergraduates (Eby & Dolan, 2015), including improving students’ academic performance, ensuring their persistence in the university or in a specific subject such as STEM field (science, technology, engineering, and mathematics) or smoothing their transition into new organization or cultures (Bordes & Arredondo, 2005). Some undergraduate mentoring programs are designed to support students to be encourage successful supports in challenging experiences, such as research fields, capstone projects, on job learning or courses in which high levels of attrition are detected (Horowitz & Christopher, 2012). Other programs aim to support under-represented students, including students from racial or ethnic backgrounds in STEM fields, engineering profession, women in physical sciences, mathematics field, and students who are first generation in their families to go to university or collages (Wilson et al., 2011).

### **Types of Undergraduate Mentorship**

The mentoring process in educational instruction supports building a solid relationships with students, identification of gaps where students get disconnected and encouragement for them to reconnect when necessary (Wilson, 2020). Relationships can take a number of forms and be differentiated by their length, purpose, and mentoring sources. Most mentoring research focuses on structured university campus mentoring systems, but mentoring can be informal and



grow spontaneously and naturally (Eby & Allen, 2008). The amount of interaction given to students and the length of informal and formal relationships often varies, with some relationships restricted to one meeting and others continuing for more than a decade (Crisp & Cruz, 2009). In terms of mentor preparation, activity type, and the style of interaction between student and mentor, formal program components differ. For example, while mentoring has historically been offered in person, a growing number of university-wide e-mentoring programs are being introduced that provide a blend of technology and face-to-face interactions with students. (Shrestha et al., 2009). Although mentoring relationships between educators and undergraduate students are widespread, it has been found that student relationships with university employees, colleagues, graduate students, families, colleagues, community members, and religious leaders relate to students' educational success (Erickson et al., 2009). In addition, mentoring can take place between a student and one person or in small groups of two or more students and/or mentors (Crisp & Cruz, 2009). It is interesting that the tasks and responsibilities of mentoring can vary by source and that students may benefit from having more than one mentor who offers various means of help.

### **K-12 Teacher Mentor Programs**

Beginning teacher mentor supports were initiated by school districts during the reforms of the 1980's (Strong, 2009). There are strong mentoring programs for teacher induction to the profession (Hathuc & Karge, 2020; Israel et al., 2014; Koc, 2011; Lovo et al., 2006; Odell & Huling, 2000; Reitman & Karge, 2020; Sierra & Karge, 2020; Haack, 2006; Zachary, 2002). However, beyond the new teacher mentoring programs, there is a gap in the literature as to how teachers are mentored when they are onboarded at a new school or switch districts. The education field has not had structured initiation mentoring processes generally experienced by

white-collar professions (Ingersoll & Smith, 2004). The education field does not have formal mentoring for teachers who move between districts or change grade levels.

### **Benefits**

There are many benefits to teacher mentor programs. Sierra and Karge (2020) note the importance of “just in time” support. Meaning when a teacher is in a situation where they want to talk to someone about it or get ideas, the mentor is available. They further note mentors observe, role play, consult and serve as a listening ear to new teachers. It is critical that teachers have the opportunity to learn from other educators who teach similar content. For example, Anderson and Karge (2020) demonstrate the value of a meaningful mentorship program for secondary music educators; pairing a highly skilled music educator as a mentor to the mentee. These benefits are valued and could be garnered by teachers at various phases in their professional growth, not just during the first few years of induction to the profession. Karge and Reitman (2020) showed that even after ten years teaching, teachers wanted a listening ear of a mentor and remained in the profession with this type of support.

## **K-12 Youth Mentor Programs**

### **Benefits**

Scholars require encouragement and acknowledgement that ranges beyond their academic progress; many students need mentors to approach their lives on a regular basis and inform them in a way or another that they care and are interested to support them academically and socially, not just how they perform on a test. Mentors should approach students on a human level, keep connected with their world, and walk in their shoes (Lindt & Blair, 2016).

### **Types of Mentoring Relationships**

The nature of the mentoring relationship in K-12 educational organizations involves three parts: relationship, relational position, and behavioral affection. Significant, successful relationships are vital for students to grow and participate in their learning. This concept is mirrored in the interaction between mentor and student, as the effectiveness of a mentor to engage students is directly related to how well a mentor understands his or her students (Lindt & Blair, 2016). Lindt and Blair (2016) findings stated that interactive relationships demonstrate successful mentoring mainly due to the social neglect that occurs in many students' lives.

It is important to identify and consider the most influential social relationship in the mentee's life. This relationship can be built on with a strong mentor. Because the characteristics of the mentoring relationship can be complex, this relationship changes as the student grows or develops, depending on his interests. For example, as much as a teaching function is powerful in middle scholars, a more encouraging and goal-oriented responsibility proved to be more advantageous for high schoolers (Radcliffe & Bos, 2011). These types of purposeful relationships support students to grow resiliency, one of the critical factors to a satisfying academic progress. Successful mentors should devote their time and resources to support students, holding their best interests at the center of actions and decisions.

Another key component on the nature side of the mentoring relationship deals with levels of closeness. Dappen and Iserhagen's (2004) study results indicate that exchanging private information and being honest helps create credibility and strengthens relational connectedness between mentor and mentee. Wood and Turner (2015) stated that the key to successful student mentor programs is connecting students with compassionate adults who consider their job important and critical to the academic success of at-risk students.

A significant part of mentoring is the understanding of the nature of the mentoring relationship. Structural factors include the timing, pace, concentration, and length of meetings. Student mentoring partnerships are more beneficial with a one-on-one design, as this design aims to complement the partnership demands that learners obtain at home and in the classroom (Haney, 1997). Scheduling a consistent meeting time once or twice on weekly basis contributes to a maximum mentoring success specially if the meeting is outside the classroom and predictable. Radcliffe and Bos (2011) included two other effective factors of mentoring: flexibility and progress monitoring. They observed that while most strategies are more structured in terms of meeting dates and subjects at the outset, the better programs eventually allow for greater consistency and feedback from the mentor and, even later, the protege. This change in ownership serves to inspire the coach and promote student achievement. Several researchers showed signs that having parent support during the mentoring process leads to successful results. These studies indicated that while the main purpose of mentoring program is to support student in the absence of parenting presence, mentoring that engages and keeps parents updated has proved to make a positive effect (Radcliffe & Bos, 2011).

More studies are required to further address and understand mentorship and its general impact toward the educational field. The problems facing staff and students in the education fields are certainly bigger than any one person, institution, or company.

### **Summary**

Private sectors, nonprofit organization, the United Nations and other professions have conducted solid mentoring systems in workplaces to increase productivity. Education professions can benefit from the practices described in this chapter. Mentoring provides successful processes to help open doors to exchange knowledge and experiences in the educational environments.

Mentoring is an efficient tool to build relationships between three connected parties in any workplace which are mentor, mentee, and the organization (Gadomska-Lila, 2020). Having research evaluating the success of the mentoring from different viewpoints and from various professions other than education such as business, human resources, United Nations, medical, and entertainment fields, identifies strengths and weaknesses.

Leadership skills represent a good example of how mentoring is combined with successful companies and functional organizations. Non-profit organizations, businesses, and universities have further explored why leadership skills are needed for staff members and employees. In the past years, the recruitment process has undergone significant changes, emphasizing the importance of leadership skills in companies and workplaces. The workplace is keen to promote opportunities for great leaders, flexible workplace policies and environments, welcoming diversity and tolerance, ready to build bridges with employees and become potential leaders as mentors.

Mentoring opens doors for opportunities to unfold and improve execution of the tasks needed to excel on the job (Ehrich et al., 2004). Evidence based practices in fields other than education provide an enriched look into the concept of mentoring and reveal ideas educators should consider implementing in their education settings. Most notable is access to mentors at all levels of education, not just during induction, although induction is critical. The California Beginning Teacher Support and Assessment program is perhaps one of the strongest models of mentoring for new teachers seen in education (Lovo et al., 2006).

The use of experienced colleagues with training not only in the profession, but in how to be a mentor, as well as how to provide the mentee with emotional support is critical. The relevance of using mentoring models from other entities to design quality mentoring in the

education field is needed. Corporations view a system of mentoring standard practice for all involved. This knowledge is helpful for education professional, both mentors and mentees, new to the profession, as well as those with experience looking for evidence-based enrichment and enhancement to their profession.

This study is an opportunity to fill the knowledge gap that exists today regarding what motivates staff member in education field to actually stay in their professions and build solid career. The goal of this study was to discover a theory and propose a mentoring model from different experiences and possibly to implement the education field. An overview of the qualitative approach, using phenomenological theory to discover theory from the data (Glaser & Strauss, 1967), is provided in Chapter 3.

## CHAPTER 3: METHODOLOGY

### **Introduction**

This mixed method quasi-experimental, Phenomenological study used survey research which is considered a fundamental tool for most research methodologies and studies to provide a numeric explanation of patterns, behaviors, and opinions of the participants by studying a sample of that population (Fowler, 2008). The researcher used the survey questions to gather numerical data to establish statistical results (Nardi, 2018).

Phenomenology studies each person's lived experience of mentoring, understanding that each individual experiences mentoring with a different perspective based on their backgrounds. Phenomenological research is a design with strong philosophical underpinnings obtained by conducting interviews (Giorgi, 2009; Moustakas, 1994). The interviews targeted employees, executives, and leaders from diverse workplaces, including the private sector, United Nations, and educational organizations, that had participated in mentorship agendas established in their workplace within the last three years.

The methods chapter is organized in the following manner to provide a clear understanding of the research. The participants in this research were approached from a pool of international companies in private sectors, United Nations and educational organizations, all age groups and work experiences were included. There are further descriptions of the instruments used, qualitative and quantitative data collections and analysis procedures that are explained throughout the chapter.

### **Setting and Participants**

The 100 survey participants were a combination of diverse career professionals at different levels of experience and ages. The goal was to identify the effectiveness of mentoring in each individual's work life and the lessons learned from each story. Participants were mixed genders and were spread geographically from five continents: South and North America, Europe, Asia, Australia, and Africa. The interviews were intentionally selected to include persons from various careers and professions.

### **Sampling Procedures**

For the quantitative phase, the researcher recruited participants who showed interests in mentoring process from different workplaces (Creswell & Poth, 2018, p. 159). The researcher utilized the snowball sampling method which represented a non-probability technique where the researcher recruited a pool of potential participants related to the study or research. Once the researcher had the ball rolling, it picked up more participants and became larger and larger (Creswell & Poth, 2018). The researcher sent online surveys to persons holding various job levels, ages, education degrees and years of experiences. In turn, these persons sent the survey to their contacts and the survey "snowballed" across the world wide web. The survey contained demographic questions, closed ended questions and open ended questions that were generated to concur with the questions of research.

For the qualitative part of the research, nine participants from different workplaces and organizations were selected, all from leading positions and professions. The qualitative component targeted participants who met a predetermined guidelines set to support the study (Creswell, 2013). The purpose of the study to identify the strength of mentoring process in professions other than education, capture the positive outcomes that could enrich the education



system and implement the successful exercises, in addition to employ effective findings to develop future leaders was at the heart of participant recruitment. To accomplish this, it was necessary to speak to the persons who participated in strong mentor programs across professions. The “Purpose of qualitative research is to obtain an in-depth understanding of purposively selected participants from their perspective” (Lunenburg & Irby, 2008, p. 177). In depth in-person interviews are best method to gather a detailed picture.

### **Instrumentation and Measures**

#### **International Survey**

The researcher implemented the Mentoring Process in Workplace Survey (MPWS) (Appendix A) to achieve thorough understanding of employee’s viewpoint of the effectiveness of mentoring process in workplace, and how the presence of mentorship increased productivity and improved leadership skills. “Surveys are flexible tools from which to infer what a group of individuals thinks, perceives, or feels” (Lochmiller & Lester, 2016, p. 133).

The researcher used Likert-style questions to form the quantitative tool, measuring the importance of the workplace coaching process and how it positively affects work efficiency and improves leadership skills. The researcher included 17 questions in the survey, six demographic questions (to help determine the statistical background of the participants), eight closed-ended questions and three qualitative questions, so that respondents have the opportunity to guide the workplace the existence of the method provides more sentimentality.

The Likert scale questions were constructed using Google’s four-point scale, and survey participants were asked to evaluate their statements about the mentoring process in the workplace, for example, "Classify the importance of the mentoring process in the workplace to form a better leadership skills" or "the mentoring plan existing in the organization can increase

productivity and loyalty" or "recruiting mentors in the shadow of new hires has an encouraging factor in the career." Demographic methods were used to identify key interviewee characteristics that may have influenced opinions and expanded upon behavior and experience.

Participants were required to answer the demographic questions in the survey because they are simple and effective types of information necessary to the study. Therefore, the researcher would know the accurate population percentage based on other general demographic characteristics. The researcher measured the demographic information using the following specific questions through the survey questionnaires:

- 1- Age of participant (20s-30s, 30s-40s, 40s-50s, 50s-60s or 60s-70s)
- 2- Education degree of participant (high school, some diploma, bachelor, masters, PhD)
- 3- Gender (Male/Female)
- 4- Title involved multiple-choice responses with the following categories: (Entry level, middle level experience, executive, management level, director).
- 5- Organization of employment (involve open ended responses)
- 6- Location of workplace

The independent variable in the research was the presence of the mentoring program and/or process in the workplace. The researcher measured this independent variable through the following questions in the surveys.

1. Does your own organization have a specialized mentoring program?
2. Did you participate in a mentoring program in your workplace?
3. The mentoring process in workplaces has different goals depending on the organization's culture and sector type. What were some for your workplace?

4. The presence of the mentoring process in the workplace has a positive impact in general, can you describe why?
5. What is the best practice or process your organization follows to mentor its staff members?

The dependent variable in this research probed for the possible effects that might be caused by changing the independent variable. The dependent variables were employee productivity, performance appraisal results, leadership abilities and skills, the researcher measured this dependent variable through four closed-ended questions and two open-ended questions in the survey.

1. Did the mentorship program would benefit you in your career path or life journey?
2. Having a well-mentored staff member is an indication to the organizational success of an organization. Would you agree? Why or why not?
3. The mentoring program in your workplace is beneficial in relations to leadership skills improvement. Can you describe how?
4. The presence of mentoring process in the workplace has a positive impact on productivity and staff performance appraisal. Please describe.
5. What reasons would lead you to participate in a mentorship program either as a mentee or mentor? Choose from following choices and explain why (maximum of four). What reasons behind your following choices?
  - a. Assist myself/others in their life journey
  - b. Help myself/others excel in their careers
  - c. Share knowledge
  - d. Assist myself /others with developing my leadership skills

- e. Learn how to be more involved and impact positively
  - f. Pass my experiences to others
  - g. Prepare myself for promotion of better position or better pay
  - h. Learn how to solve problem better or address challenges I face at workplace
  - i. Develop professional network
6. What is your occupation? Please describe the type of work you do.

### **Specific Interviews**

The researcher established an interview protocol (Appendix B) that consisted of standard eight open-ended questions, the interview questions were framed to serve the study questions and cover most of the participants' viewpoints in regard to the subject under research. During the interview and reflection stages, and through the interview questionnaires besides protocol guidelines, the researcher formed the interview questions to identify the ideas extending from what was researched related to the mentoring process. The literature review revealed that in the workplace, the mentoring process had a positive impact towards the productivity of staff members and mentoring could be considered to generate successful leadership skills. The researcher was interested in what kind of mentorship approach proved to show the greatest results. The coding protocol (Appendix C) was a three sections document, first section for reflective records, second section for expressive transcripts, and the third section personal consideration. The reflective records section allowed the researcher to record the interview including participants, whereas the expressive transcripts section offered room for the researcher to certificate truthful information such as body language, voice tone, observed actions, and reactions, manners and communication, and the personal consideration provided the opportunity to the researcher to state personal reflections and judges.

Individual interview included the following questions

1. What factors a successful mentoring program or process contain in a workplace?
2. Can you explain how to retrain someone who is struggling in his/her job?
3. What makes a mentor fail to help a coworker to improve?
4. What is the shape and characteristics of the relationship between the mentor and mentees?
5. Can you briefly explain a little bit about your history, focusing on significant events that have shaped your character/personality and things that had a great deal to achieve your current professional level?
6. Do you think providing mentoring facilities to a staff member in the workplace will have positive effect on his/her productivities?
7. Do you think providing mentoring facilities to a staff member in the workplace will improve his/ her leadership skills?
8. Do you think providing mentoring facilities to a staff member in the workplace will help in achieving his/her smart objectives and improve staff member's performance appraisal?

These variables were linked with the survey results and personal interview questions.

They covered the level of ethics, self-esteem, and social capital that the participant showed and represented in the researcher's instrument results. These issues covered the relevant structure of employees, but also organizational culture and service quality. These questions related to the relationship between the mentoring process and leadership skills and productivity. The goal was to find the relationship between dependents and independent variables through the results of questionnaires and personal interviews, or find a positive correlation between both variables. It

was expected that the two variables would run in the same direction and join for a strong relationship.

### **Data Collection**

The researcher aimed to make sure that the data collection process supported the mission of the study. It was essential to collect related data of the research in alignment with the research primary and sub questions. Table 3.1 illustrates data collection progressions considering the Informed Consent Mentoring Process in Workplace Survey (MPWS) responses and individual interviews data.

**Table 3. 1**

*Data Collection in Alignment with Research Questions*

Research Questions	Interviews	Surveys	Observations
1- How can the findings in this research from organizations outside education influence and support mentoring in education?	√	√	√
2- What is a successful mentoring relationship in workplace and in what way it can develop leadership skills?	√	√	√
3- What are the attributes of a successful mentor?	√	√	√
4- What strategies do mentors use to engage and connect with mentees to improve productivity and performance appraisal?	√	√	√

### **Quantitative**

The Mentoring Process in Workplace Survey (MPWS) was initiated to target 100 members from multinational organizations in private sectors, United Nations and educational organizations. An online electronic survey via Google survey format communication was designed. The length of the survey did exceed 15 minutes, per standard research protocol

(Lochmiller & Lester, 2016). Survey distribution had a great effect on the progress of the study and the accurate outcomes. The electronic survey was an easy approach especially with the current situation around the world since the study had an international tactic. In addition, Lochmiller and Lester (2016) also advised that “researchers familiarize themselves with technologies that are most relevant to one’s research needs” (p. 159). The researcher followed Lochmiller and Lester suggestion indicating the timeframe of the surveys between two weeks and one month, this timeline gave the participants the flexibility to conduct the survey comfortably and gave the researcher the opportunity to send follow-up reminders to participants. A link to the survey along with step-by-step directions and study details was emailed to all participants and a window of one month was given to complete it.

### **Qualitative**

The qualitative study utilized phenomenological research through in-depth interviews with nine employees (three from educational organizations, three from United Nations and three from private sector) to analysis and examine the mentorship effects and the positive impact within their own workplace. In Phenomenology: Focus Methodology, Beck (2019) provides a system of measuring for deeper understanding of the meaning (in this case, of mentoring) in everyday life. In this case for those involved in mentoring and how it can be applied to education.

Paul Colaizzi’s (1978) methodology of descriptive phenomenology was the guiding source for this data collection and analysis. In Colaizzi’s work the researcher digs deep and begins by self-analysis of presuppositions. This began early on in the doctoral journey. Drawing from past work in human resources, the researcher asked herself Colaizzi’s primary question, why am I involved with this phenomenon? Self-interrogation of beliefs and hunches regarding

the phenomenon of mentoring brought the researcher to a place where it became necessary to learn more (Beck, 2019). Coming from the business profession and earning a doctorate in Educational Leadership allowed for a window of comparison of the two fields, specifically the mentoring features.

The interview protocol followed Colaizzi's (1979) dialogue interviews. The participants volunteered their time and agreed to be interviewed for the study. The interview method was used to confirm research outcomes and determine discrepant findings within the study (Gall et al., 2010). The interviews were conducted with open-ended questions to the participants. Each staff member responded freely without a set of fixed choices. This allowed the study of the different topics with each mentor and staff member (Gall et al., 2010).

Once employees were selected, an agreement form with the purpose of the study, research methods, time commitment, and other details were shared with the participant. In addition, the main research questions and interview questions were included with the consent form. The questions were designed to be open-ended, which allowed individuals to share their experiences from their own personal and professional perspectives around the topic of mentorship. In conducting the interviews, during the interview the researcher minimized her own voice to allow for an open communication from the participants. The researcher listened intently to the participants share their activities, feelings, and lives as leaders (Eisner, 1998).

The questions were intended to develop a good conversation and obtain meaningful examples and information (Eisner, 1998). Follow-up questions and probes were designed to seek clarification from participants' responses or interesting points (Gall et al., 2010). The meetings and sites of the interviews were arranged at a time and location that were mutually convenient for all participants. There was one scheduled meeting with each participant lasting approximately



half an hour in length. Each interview followed a similar protocol with the participants. The interview started with an overview and purpose of the study. The interviewee signed a consent form and was informed and agreed that the entire interview was to be recorded and transcribed for the research. The open-ended questions encouraged the participants to share their experiences about the strength and weaknesses of the mentoring process in their workplace, organization's needs, leadership skills and development, and professional learning and growth for administrators (Boyce & Neale, 2006; Miles & Huberman, 1994).

The use of interview recordings kept procedures aided with the data collection from the interviews (Creswell, 2013). To begin, descriptive notes were used to interpret the dialogue, virtual contact, events, or activities during the interviews. The log was used to record specific incidents in the interview and how they were handled (Colaizzi, 1978; Gall et al., 2010). The tone of voice, body language of the participant in case the interview was conducted in person, and disruptions and how they were handled were noted within the notes after each interview (Gall et al., 2010). All field notes were connected to each of the participant's interviews. It also included reflective field notes to collect personal thoughts and feelings upon the completion of the interviews (Colaizzi, 1978; Creswell, 2013). The thoughts and reactions were important to help to join the stories from the participants and the researcher (Gall et al., 2010).

The interviews were all conducted within a three-month time frame. Each interview was recorded and then transcribed by the researcher. The verbatim transcripts accurately captured what participants said and the recordings were repeatedly reviewed (Colaizzi, 1978; Gall et al., 2010). There were three main reasons for personally transcribing each of the nine interviews. The researcher listened to the interviews multiple times, and it allowed for repeated and detailed

examination of the conversation between the interviewer and the interviewee. Furthermore, the researcher determined what the dialogue meant from the participant.

The context and situations were reported within the field notes without any preconception or analytical bias from an outside person. In the end, the researcher transcribed interviews allowed direct access to the data without errors that might be associated by others that completed the transcriptions (Gall et al., 2010).

### **Data Analysis**

Mixed method research was best suited to be able to explore the issue, ask questions, and seek to understand the different viewpoints of each individual's experiences (Gall et al., 2010).

### **Quantitative**

The researcher concentrated on splitting data collected from the Informed Consent Mentoring Process in Workplace Survey (MPWS), and spent critical time identifying the specific variables involved to conclude what illustrative statistics would best transport the tendencies within the dataset, referring to Lochmiller and Lester (2016) who stated that the process of quantitative data analysis clarifies over time, since each step taken toward considering dataset details brings the researcher to deeper understanding of the information. "Purpose of quantitative data analysis is to use descriptive and inferential statistics to assess trends patterns and relationships in data" (Lochmiller & Lester, 2016, p. 189).

Following the quantitative data analysis cycle explained by Lochmiller and Lester (2016), the researcher segregated the data collected from the surveys, acknowledged the missing data, categorized the independents and dependents variables, then accordingly the researcher created a codebook to refer to for values and statistics. The Google survey analysis feature was used to create the histograms and figures represented in Chapter 4.

### **Qualitative**

Data analysis in a phenomenological theory study can be very complex and used various detailed procedures (Creswell, 2013). Using Colizzi's (1978) data analysis technique, the researcher began the analysis by breaking the data down from its whole form. For this study, this was achieved through coding the data. The researcher used three phases of coding in the phenomenological theory approach: emotion, evaluation, and In vivo. For each of the forms of data collection involving the study participants, the three coding procedures has been utilized. Interviews, after participants' transcription, the researcher compared to one another, the similarities were noticed, identified and stated. The same process applied for the surveys. By comparing both sources of data and the information obtained during the coding process, a theory was generated. Figure 3.1 illustrates Data Analysis Sequential Phenomenological Design.

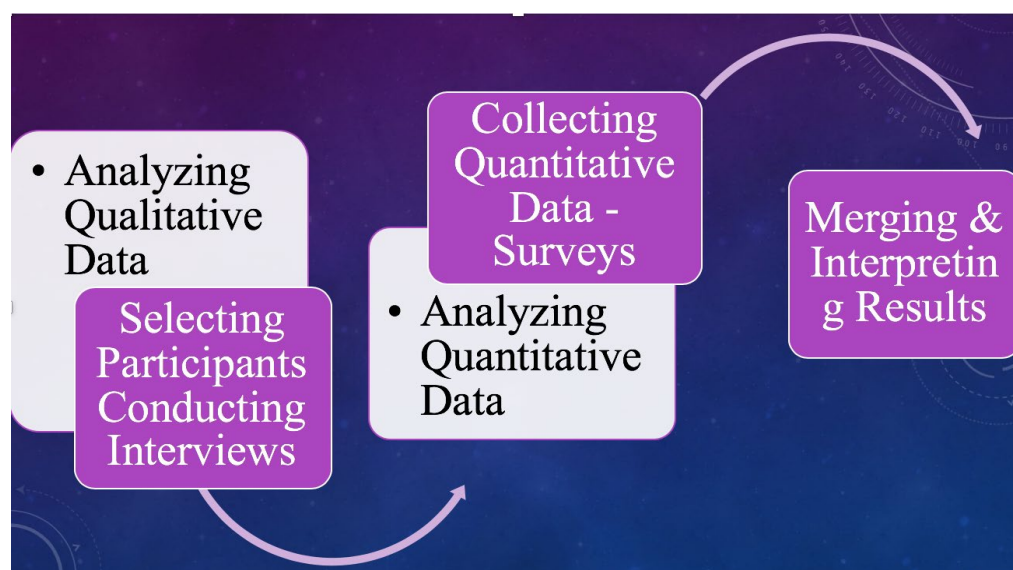
The study used qualitative inquiry methods to evaluate staff members' perceptions of mentorship programs used to improve productivity and establish a solid career path. The researcher focused the inquiry on the shared experiences that were shaped from the stories told by the participants. The ability to examine and infer the commonalities of different concepts within a story constructed understanding (Gall et al., 2010). The stories were used to transform the experiences to bring forth clarification and knowledge from the participants in their roles as leaders (Eisner, 1998).

After listening to each of the recordings, the transcripts were read and reviewed multiple times to analyze the data from the interviews, the three sections document prepared for each interview was screened thoroughly. In order to obtain a general sense of the information and overall meaning, each document was read the first time through without analysis (Creswell, 2013). Then the transcripts from the interviews were read and reread to search for patterns,

narrative threads, tensions, and themes that developed stories from the participants and were put into context around the support provided to educational organization. The interpretation phase included the individual's behavior, thoughts, and emotions within the background of each event (Gall et al., 2010). The notes from the interviews and personal reflections provided reminders of the conversation, quotations, and details to make for credible descriptions and interpretations (Eisner, 1998).

**Figure 3. 1**

*Data Analysis Sequential Phenomenological Design*



(Abuzaineh, 2021)

The research method focused on the social constructivist world view. The description was as follows: Individuals seek to understand the world of life and work. The meanings were diverse, leading researchers to find the complexity of the views, rather than narrowing the meanings to several categories or views (Creswell, 2013, p. 20). The goal of a social constructivist is to rely as much as possible on the participants' views of the situation to construct

meaning (Creswell, 2013). Individual has experience and is affirmed through interactions and opinions with others and themselves (Creswell, 2013).

The outcomes of the study occurred through social interaction with participants, different perspectives, point of views, and backgrounds. The interpretation of life experience stories was used to report the findings of the research (Gall et al., 2010). The findings of this research led to the ability to solve problems and seek possible solutions. The collaboration between the participants and the researcher was very important to be able to construct and understand the different perspectives of the mentor and the mentee. Researching by using open-ended questions and the ability to focus on the environment in which staff member live and work were critical to the data collection and analysis. The interactions between the participants established collegial relationships where multiple stories were told to construct the social and historical significance of their views (Creswell, 2013). This trust was critical to the Colizzi Phenomenological analysis (1978).

### **Reliability and Validity**

The researcher regularly reviewed the survey before implementing to ensure the questions were clear and reflective of the study's overall mission. Several faculty members and colleagues took the survey and reviewed the questions to increase the validity and reliability of the instrument.

The researcher insured the consistency of participants' responses across the questions on a multiple-item measure. All the items on measures were reflecting the same underlying construct and correlated with each other. The researcher applied the consistency of questions set in both interviews and surveys to be able to get as accurate as possible outcomes and results.

The researcher applied different validity procedures including face validity and sampling and statistical conclusion validity to make sure that the test or instrument was accurately measuring what it was supposed to. Themes were validated by going back to the original transcripts from the audio recording to check for accuracy (Colizzi, 1978)

### **Ethical Issues**

The researcher's personal background and experiences as a human resources executive helped shape understanding of the world in which the researcher lived and worked. The personal story has been woven into the research around the topic of mentorship. The experience was used to develop questions to interview executives, administrators, and leaders from private sectors, United Nations, and educational organizations. After interpreting the data collected from the interviews, the collective stories and personal experiences were used to construct a pattern of meaning about mentorship programs provided by different professions. The focus on the support and development for new leaders takes thoughtful consideration by educational organizations. Mentorship programs address the needs for individuals; levels of the support, commitment to prepare experienced staff members to be mentors in the future, and desired outcomes for mentors and mentees (Daresh, 2004). Narrative inquiry was used to collect the stories, describe the educational and non-educational experiences within mentorship programs, and write about the experiences.

Maintaining ethics and behavior throughout the research process was essential for accurate and trustworthy research. It was important that the researcher use ethics as a perspective when making decisions that affected the research and participants. Ethical behavior is essential for building comfort and trust with the research participants, and for producing high-quality works, which added value to education and other business areas. Confidentiality is a key factor,

which enabled participants to understand their information openly and frankly. There were no identifying factors that allow readers to know who the participants are and the organization they work for. All data generated by the research was protected by ensuring that it was printed and stored in a locked secure area. The electronic file was protected by a password. All records and data of this study were kept safe for a period of time and will be destroyed after the Concordia University institutional review board required timeline. This information was communicated to the participants when they signed the consent to participate in the study.

### **Summary**

The study was conducted using qualitative and quantitative research techniques because the methods were more compliant to the many inspirations and shapes that were encountered throughout the study (Lincoln & Guba, 1985). The combined data from the survey and individual prospective interviews provided the researcher with a breath of knowledge related to how mentoring is perceived world-wide.

This chapter confirmed the purpose of the research and obtained the different steps that were taken to answer the study questions guiding the researcher's efforts. The place where this research was conducted were multiple private sector companies, educational organization and United Nations agencies. Participants came from a suitable, focused and standardized mixed sampling. The data collection process was discussed and bordered the necessary field work, and accurately exposed the experience of the mentoring process in workplace and its influence on individual leadership skills, productivity and performance. Plans for data analysis were also detailed which followed Lochmiller and Lester's (2016) quantitative data analysis cycle and Creswell's (2013) data analysis various details procedures. The highlighted ethical considerations are important to the completeness of this research and are always at the forefront

when conducting research. The researcher expected to conclude the positive impact of mentoring process in workplace and negative outcomes or shortage, implement the strengths and advantages found toward the educational system and avoid disadvantages. The expected outcome for the staff members in a workplace was that they desired mentors in their career life to increase their performances, productivity and leadership skills.



## CHAPTER 4: RESULTS

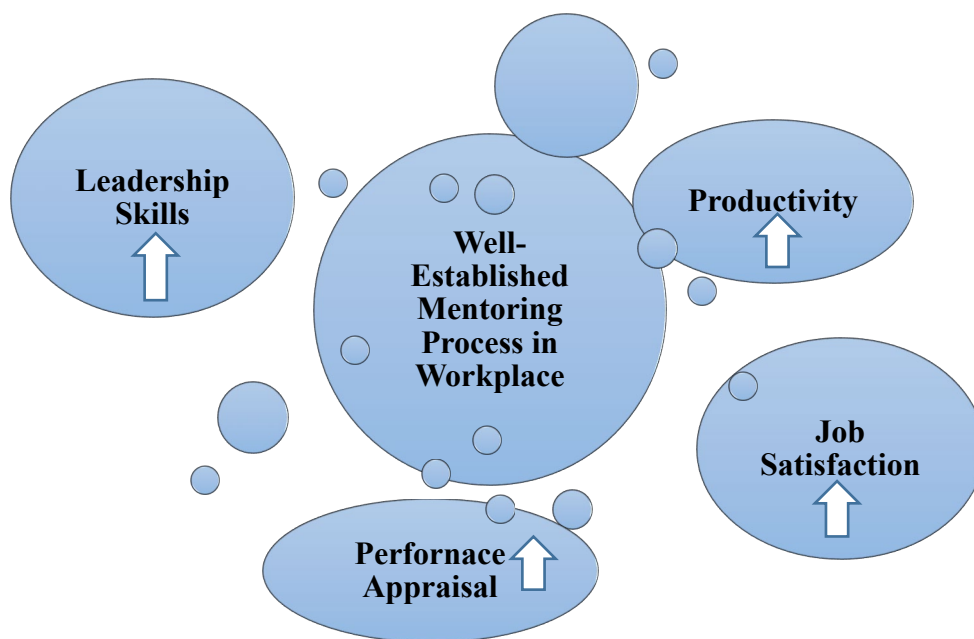
The intent of this research was to explore the presence of mentoring process in private sector, the United Nations and education field, compare results and enhance mentoring benefits from other professions toward the education field. The researcher pursued to conclude how the mentoring process in professions other than educational field would impact positively and benefit the education profession may garner from them. The goal was to identify the strength and weaknesses of the findings and apply what works best for education to improve productivity and enrich leadership skills. Based on the researcher hypothesis that implementing a well-established mentoring program or process in the workplace, and specifically the education field, creates an environment where staff members and individuals can reach their peak productivity, leading them to a proper understanding of their leadership skills existence. A diagrammed symbol of these hypothesis is verified in Figure 4.1.

The researcher accomplished this determination by utilizing a phenomenological theory using mixed-methods design, in which it was essential for the researcher to utilize several individuals' shared experiences of a concept or a phenomenon in collecting data and analyzing it. The Mentoring Process in Workplace Survey (MPWS) was deployed to one hundred staff members at private sector, the United Nations and education field, fulfilling the quantitative requirement.

The researcher interviewed nine executives and management persons (three staff members from United Nations offices, three staff members from private sector, and three staff members from educational field).

**Figure 4. 1**

*Hypothesis Describing Mentoring Process Effects*



(Abuzaineh, 2021)

### **Participant Demographics**

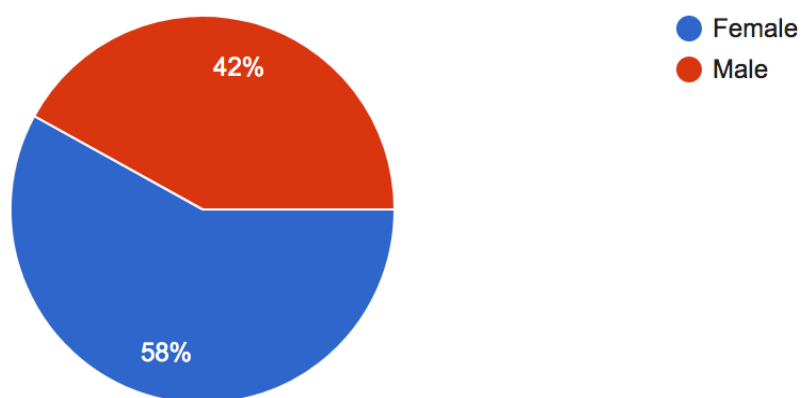
One hundred Mentoring Process in Workplace Survey (MPWS) were completed by employees and workers from companies in private sectors, United Nations offices and educational field such as schools, districts and universities. Out of the 100 respondents, 42% ( $n=42$ ) were male and 58% ( $n=58$ ) were female as confirmed in Figure 4.2. The survey participants' sectors of workplaces breakdown were stated in Figure 4.3 as follow: 47% ( $n=47$ ) represents the private sector, 31% ( $n=31$ ) represents United Nations sector, and 22% ( $n=22$ ) represents educational field sector.

A range of age groups participants responses were represented amongst the staff members population surveyed. The age group breakdown in Figure 4.4 included: 9% ( $n=9$ ) age group 20s-30s, 33% ( $n=33$ ) age group 30s-40s, 33% ( $n=33$ ) age group 40s-50s, 20% ( $n=20$ )

age group 50s-60s, and 5% ( $n= 5$ ) age group 60s-70s. The researcher conducted a demographic study of the survey participants including an education level breakdown of the survey respondents which are as follows: 1% ( $n= 1$ ) high-school degree holders, 4% ( $n= 4$ ) some diploma degree holders, 38% ( $n= 38$ ) bachelor degree holders, 49% ( $n= 49$ ) master degree holders, and 8% ( $n= 8$ ) PhD degree holders, the education level is verified in Figure 4.5.

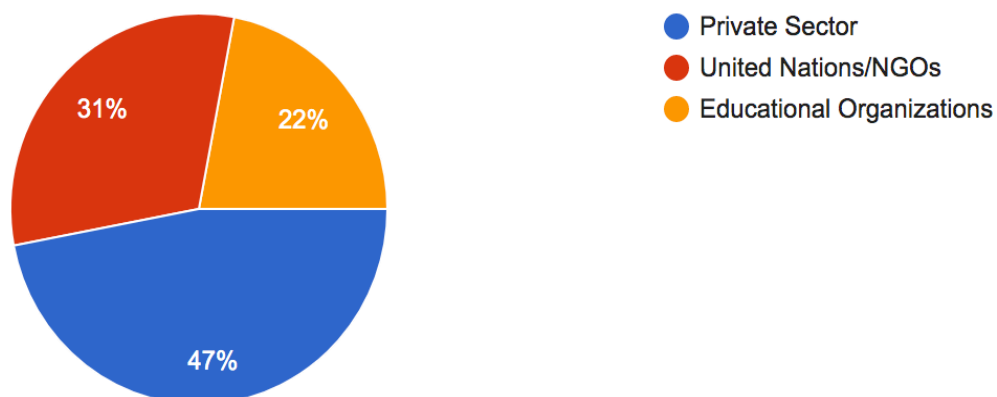
**Figure 4. 2**

*Mentoring Process in Workplace Survey (MPWS) Participants Gender Data*



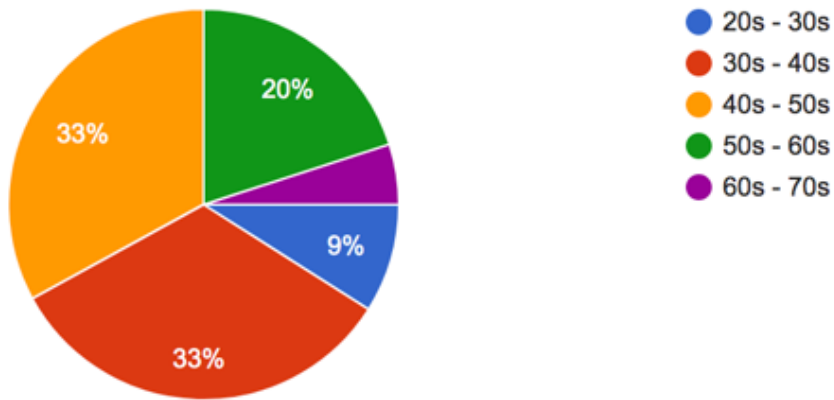
**Figure 4. 3**

*Mentoring Process in Workplace Survey (MPWS) Participants Workplace Sectors*

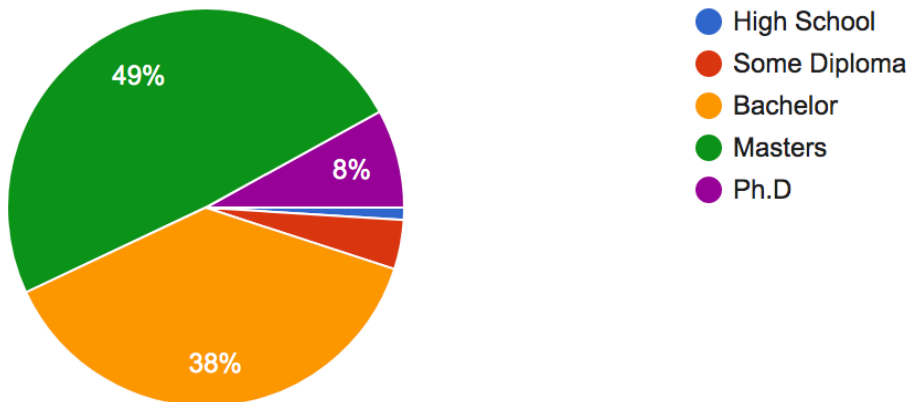


**Figure 4. 4**

*Mentoring Process in Workplace Survey (MPWS) Participants Age Group Data*

**Figure 4. 5**

*Mentoring Process in Workplace Survey (MPWS) Participants Education Data*



The researcher aimed to identify the level of work experience among participants in the study for the purpose of accuracy and better reflection of mentoring presence in various sector types of workplaces. the participants' titles and job positions breakdown integrated in Figure 4.6 as follow: 3% ( $n= 3$ ) entry career level positions, 37% ( $n= 37$ ) middle career level positions,

20% ( $n=20$ ) executives career level positions, 24% ( $n=24$ ) management career level positions, and 16% ( $n=16$ ) directors career level positions.

**Figure 4. 6**

*Mentoring Process in Workplace Survey (MPWS) Participants Career Level Data*

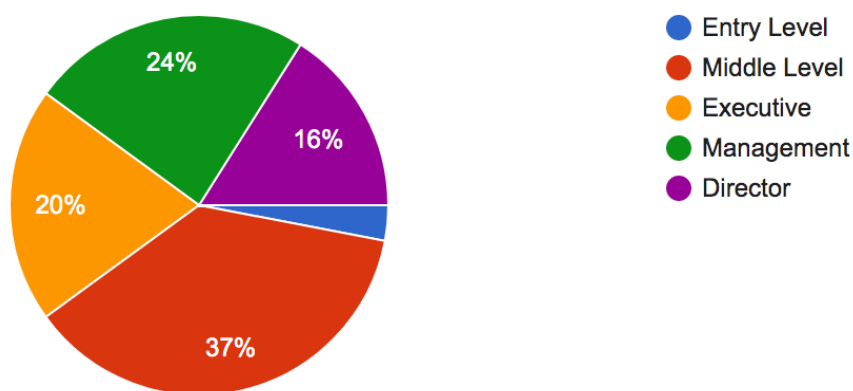


Table 4.1 Illustrates the survey responses based on gender and age group demographic data. The table represents the information of each demographic based on workplaces sector type including private, United Nations and Education.

Table 4.2 Illustrates the survey responses based on career and education level demographic data, the table represents the information of each demographic based on workplaces sector type including private, United Nations and Education, career level and education degree.

The researcher obtained surveys from participants across the globe, the diversity of distribution was planned in purpose to gather the maximum experiences and mentoring practices from different backgrounds and workplaces in various cultures.

**Table 4. 1***Mentoring Process in Workplace Survey (MPWS) Participants Gender & Age Demographic**Data per Workplace Sector*

Workplace Sectors	Gender	Age
All Participants	Male 42% ( <i>n</i> = 42) Female 58% ( <i>n</i> = 58)	(20s-30s) 9% ( <i>n</i> = 9) (30s-40s) 33% ( <i>n</i> = 33) (40s-50s) 33% ( <i>n</i> = 33) (50s-60s) 20% ( <i>n</i> = 20) (60s-70s) 5% ( <i>n</i> = 5)
Private Sector 47% ( <i>n</i> = 47)	Male 27% ( <i>n</i> = 27) Female 20% ( <i>n</i> = 20)	(20s-30s) 5% ( <i>n</i> = 5) (30s-40s) 19% ( <i>n</i> = 19) (40s-50s) 12% ( <i>n</i> = 12) (50s-60s) 7% ( <i>n</i> = 7) (60s-70s) 4% ( <i>n</i> = 4)
United Nations 31% ( <i>n</i> = 31)	Male 8% ( <i>n</i> = 8) Female 23% ( <i>n</i> = 23)	(20s-30s) 0% ( <i>n</i> = 0) (30s-40s) 9% ( <i>n</i> = 9) (40s-50s) 13% ( <i>n</i> = 13) (50s-60s) 9% ( <i>n</i> = 9) (60s-70s) 0% ( <i>n</i> = 0)
Education 22% ( <i>n</i> = 22)	Male 7% ( <i>n</i> = 7) Female 15% ( <i>n</i> = 15)	(20s-30s) 4% ( <i>n</i> = 4) (30s-40s) 5% ( <i>n</i> = 5) (40s-50s) 8% ( <i>n</i> = 8) (50s-60s) 4% ( <i>n</i> = 4) (60s-70s) 1% ( <i>n</i> = 1)

Figure 4.7 demonstrates number of participants from each continent represented by countries, the breakdown of participants regions are as follows: 32% (*n*= 32) represents North America, all 32 from USA, 1% (*n*= 1) represents South America from Argentina, 2% (*n*= 2) represents Australia, 1% (*n*= 1) represents Africa from Kenya, 58% (*n*= 58) represents Asia (44 Jordan, 1 China, 2 Iraq, 2 Kuwait, 1 Lebanon, 1 Palestine, 1 Syria, 5 United Arab Emirates, and

1 Saudi Arabia), and 6% ( $n=6$ ) represents Europe (1 Belgium, 1 France, 1 UK, 1 Netherlands, 1 Poland, and 1 Spain).

**Table 4. 2**

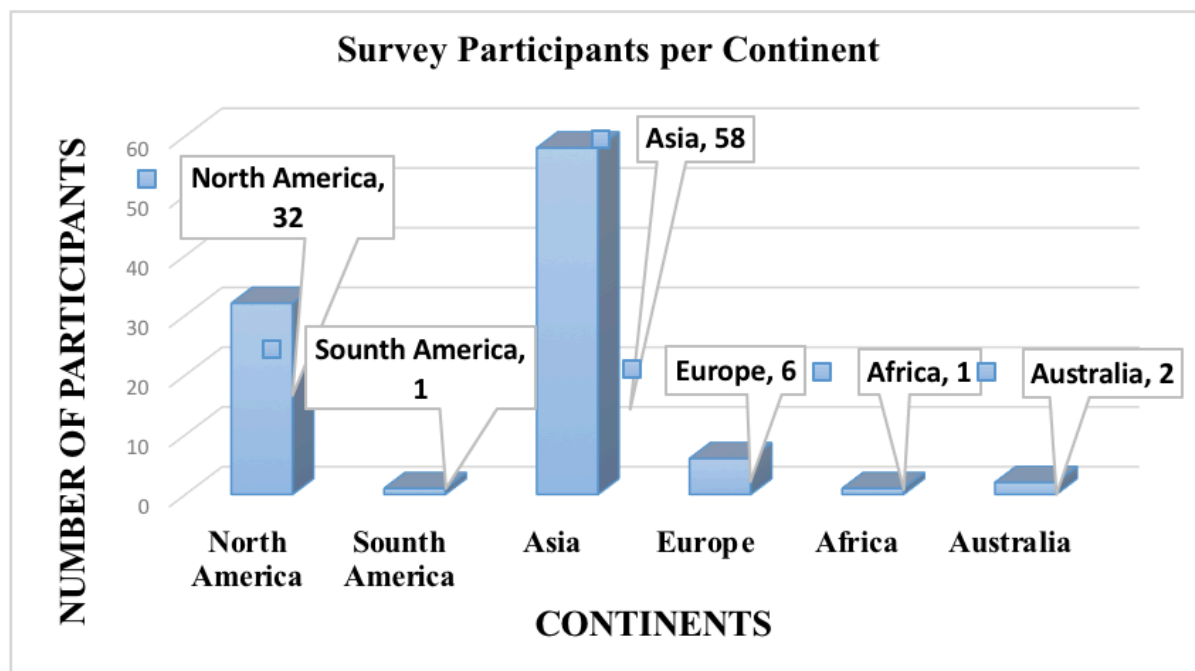
*Mentoring Process in Workplace Survey (MPWS) Participants Career & Education Level*

*Demographic Data per Workplace Sector*

Workplace Sectors	Career Level		Education Degree	
All Participants	Entry	3% ( $n=3$ )	HS	1% ( $n=1$ )
	Middle	37% ( $n=37$ )	Diploma	4% ( $n=4$ )
	Exct.	20% ( $n=20$ )	Bachelor	38% ( $n=38$ )
	Mangt.	24% ( $n=24$ )	Master	49% ( $n=49$ )
	Director	16% ( $n=16$ )	PhD	8% ( $n=8$ )
Private Sector 47% ( $n=47$ )	Entry	1% ( $n=1$ )	HS	1% ( $n=1$ )
	Middle	10% ( $n=10$ )	Diploma	3% ( $n=3$ )
	Exct.	13% ( $n=13$ )	Bachelor	21% ( $n=21$ )
	Mangt.	13% ( $n=13$ )	Master	19% ( $n=19$ )
	Director	10% ( $n=10$ )	PhD	3% ( $n=3$ )
United Nations 31% ( $n=31$ )	Entry	1% ( $n=1$ )	HS	0% ( $n=0$ )
	Middle	15% ( $n=15$ )	Diploma	1% ( $n=1$ )
	Exct.	3% ( $n=3$ )	Bachelor	15% ( $n=15$ )
	Mangt.	7% ( $n=7$ )	Master	13% ( $n=13$ )
	Director	5% ( $n=5$ )	PhD	2% ( $n=2$ )
Education 22% ( $n=22$ )	Entry	1% ( $n=1$ )	HS	0% ( $n=0$ )
	Middle	12% ( $n=12$ )	Diploma	0% ( $n=0$ )
	Exct.	4% ( $n=4$ )	Bachelor	2% ( $n=2$ )
	Mangt.	4% ( $n=4$ )	Master	17% ( $n=17$ )
	Director	1% ( $n=1$ )	PhD	3% ( $n=3$ )

**Figure 4. 7**

*Mentoring Process in Workplace Survey (MPWS) Participants per Continents*



### Research Question One

How can the findings in this research on organizations outside education influence and support mentoring in education?

### Surveys

The researcher studied the presence of mentoring process tools in three workplace sectors including private sector, United Nations, and the education field. The purpose behind studying all three sectors was reaching a solid understanding of the benefits, strengths and weaknesses of the application of a mentoring programs in private sector and United Nations, then implement the positive findings toward the education field, the researcher aimed to build a concrete pathway to improve educational system through a well-established mentoring and coaching process supported by the lessons learned from professions other than education.



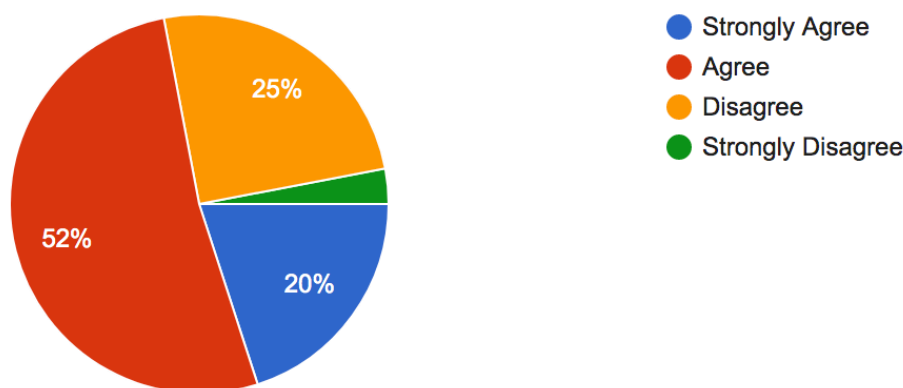
In Figure 4.8 the researcher intended to gather data from participants confirming if their workplaces did indeed have a firm mentoring system, the results showed that 72% ( $n = 72$ ) participants confirmed that their organizations have a mentoring process in place, when 28% ( $n = 28$ ) participants claimed that their workplaces do not provide a reliable mentoring programs to staff.

Statistics stated that the 72 participants who agreed or strongly agreed that there is a mentoring process in their workplace were segregated as follow: 33 participants from private sector which represents 70% of private sector responses, 21 participants from United Nations which represents 68% of United Nations responses, and 18 participants from private sector which represents 82% of education field responses.

Statistics stated that the 28 participants who disagreed or strongly disagreed that there is a mentoring process in their workplace are segregated as follows: 14 participants from private sector which represents 30% of private sector responses, 10 participants from United Nations which represents 32% of United Nations responses, and 4 participants from private sector which represents 18% of Education field responses.

**Figure 4. 8**

*Organization has a Specialized Mentoring Program*



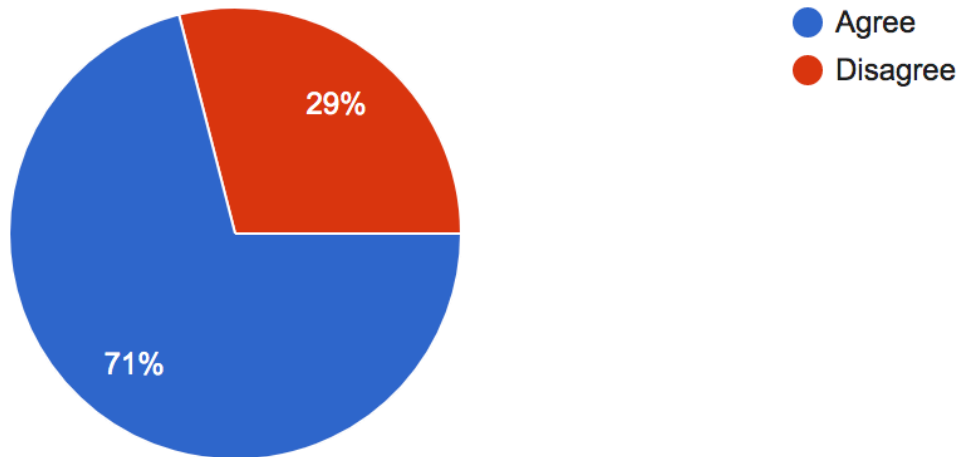
The researcher projected that responses related to staff member participation in a mentoring program in their workplaces illustrated in Figure 4.9 would likely be very similar to results in Figure 4.8. The results defined that 71% ( $n=71$ ) participants agreed to their participation in a mentoring program in their workplaces when 29% ( $n=29$ ) participants disagreed.

The data revealed that the 71 participants agreed that they participated in a mentoring process in their workplace. This breaks down as follows: 34 participants from private sector which represents 72% of private sector responses, 20 participants from United Nations which represents 65% of United Nations responses, and 17 participants from private sector which represents 77% of education field responses.

The data demonstrated that the 29 participants disagreed and reported that they did not participate in a mentoring process in their workplace with 13 participants from private sector which represents 28% of private sector responses, 11 participants from United Nations which represents 35% of United Nations responses, and 5 participants from private sector which represents 23% of education field responses.

**Figure 4. 9**

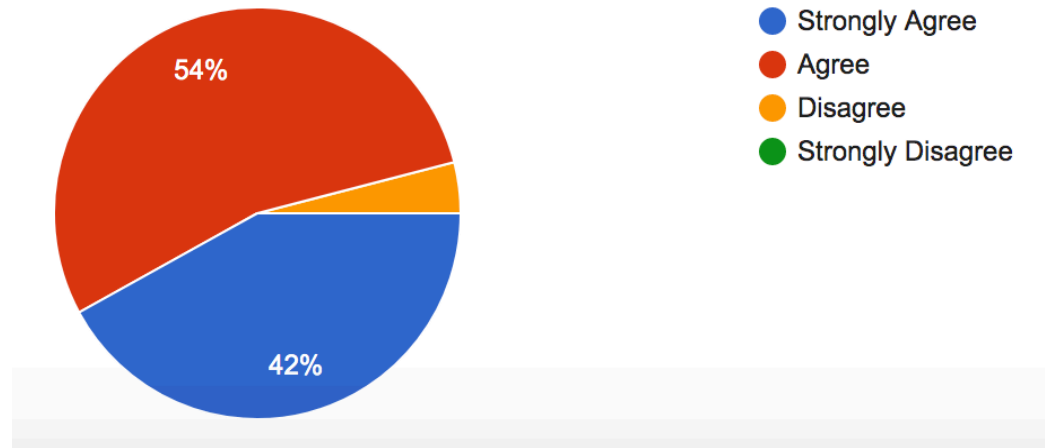
*Participation in a Mentoring Program in Workplace*



The researcher sought to identify if the mentoring process in the workplace depended on organizational culture or sector type. It has been confirmed in Figure 4.10 that the majority of responses from all three sectors private, United Nations and education agreed with 96% ( $n= 96$ ) that the goals of mentoring system in workplace depends on both organizational culture and sector type. It is also notable that education field confirmed with 100% ( $n= 22$ ) responses the relation between reliable mentorship program goals in workplace and the organizational culture and sector type.

**Figure 4. 10**

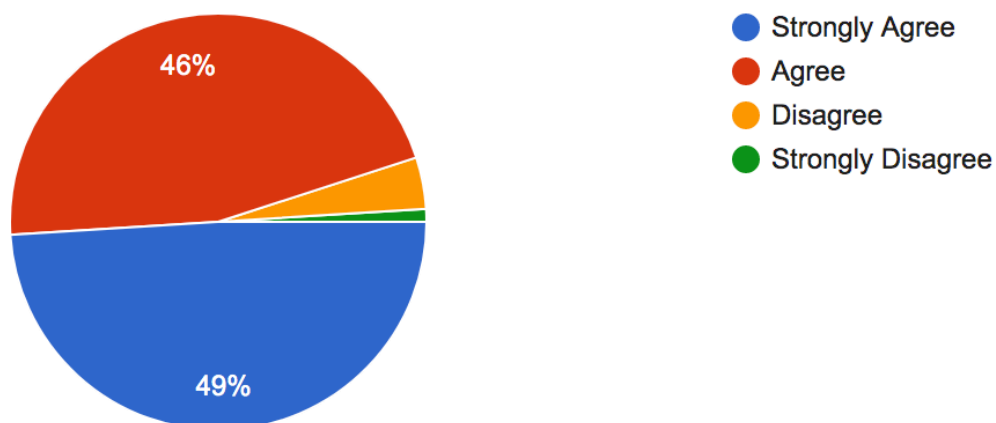
*Mentoring Process's Goals Depend on the Organization Culture and Sector Type*



As displayed in Figure 4.11, overall survey responses demonstrated and acknowledged the positive impact of a mentorship program existence in workplaces concerning staff member career path progress and life journey success. Out of 100 survey participants, 95% ( $n= 95$ ) agreed or strongly agreed that there is a positive relationship between the presence or mentorship program in workplace and staff member career path progress and life journey success. It also stated that only 5% ( $n= 5$ ) of participants showed their disagreement. The majority of disagreement responses are from United Nations represented by 4% ( $n= 4$ ) and one response 1% ( $n= 1$ ) from education field.

**Figure 4. 11**

*The Mentorship Program Can Benefit in Career Path or Life Journey*



The researcher requested participants in the survey to list best practices or process their organizations follow to mentor staff members. Table 4.3 illustrates the responses received from participants working in education field organizations. Table 4.4 illustrates the responses received from participants working in United Nations organizations. Table 4.5 illustrates the responses received from participants working in private sector organizations.

### **Interviews**

The researcher interviewed a total of nine participants holding an executive and management position during the qualitative phase of the study. The researcher thoroughly observed the mentoring process in the various workplaces from three different sector point of views including private, United Nations and education. The interview protocol consisted of eight open ended questions, the researcher explained through the interview questions the fulfillment of the study contains two primary questions and two sub-questions.

**Table 4. 3***Survey Responses Representing Education Field Participants*

Survey Education Field Participants	What is the Best Practice or Process your Organization Follows to Mentor its Staff Members?
SEP 1	"Face to face mentoring program"
SEP 2	"Provide a coach to work with mentee once a month or as needed"
SEP 3	"Flexible hours for mentorship"
SEP 4	"Training, Lecturing, companywide staff day, counseling, online courses"
SEP 5	"Professional Development opportunities"
SEP 6	"Grade-level and subject-level meetings, weekly staff meeting"
SEP 7	"Arranging a mentor for the new staff member and volunteer mentorship"
SEP 8	"Presenting wide range targets that employees have to work on to achieve"
SEP 9	"Critical Friends System"
SEP 10	"Giving feedback and following up with teachers"
SEP 11	"We have an opportunity to get instant feedback on our teaching practices"
SEP 12	"As an educator, shadow experienced teachers to learn from them"
SEP 13	"We have dedicated coaches that are paired by areas of work and that provide direct coaching to their mentees in their specific area of expertise"

N = 13 out of 22

**Table 4. 4***Survey Responses Representing United Nations Participants*

Survey United Nations Participants	What is the Best Practice or Process your Organization Follows to Mentor its Staff Members?
SUNP 1	“On job training sessions, direct guidance, one to one meetings, rehearsal sessions, using tracking option in review documents“
SUNP 2	“Just general guidance as a supervisor since there is no mentoring programs in my workplace but I mentor and coach my subordinates to enable them advance in their careers“
SUNP 3	<p>“1) We have a specialized section in HR called Talent Development they arrange groups training sessions about different topics including mentoring programs for supervisors , arrange one-to-one session if needed .</p> <p>2) As a part of performance management the staff are requested to provide their training needs and mentoring requirements. Supervisor are encouraged in this regard to keep a continuous conversation with their staff and record these correspondences within the Performance management system (Talent-Soft) to ensure the process is happening .</p> <p>3) The organization provides free access to LinkedIn learning for interested staff members , also some mandatory induction courses for supervisors &amp; staff including topics leadership, managing performance, cultural diversity “</p>
SUNP 4	“Provide continuous guidance, support, capacity building, follow up on performance, coaching as well as providing psychosocial support during stress times including COVID-19 and security turbulent times“
SUNP 5	“No mentoring program at my organization, only workshop to identify the meaning of mentoring. I do believe that every organization should have this program because it has a great benefit for both organization and staff“
SUNP 6	“Frequent team meeting and continuing education/training“
SUNP 7	“On job training, periodical performance review, KPI“
SUNP 8	“Recognize their strengths and trust“
SUNP 9	“At Endeavor provide mentorship sessions for our membered entrepreneurs. We are bringing the global experience of mentors from our worldwide offices that is exactly tailored to the needs of the entrepreneurs. We make our own assessments to the needs and then we do the linkages with the right mentors from different sectors and for different specialization“
SUNP 10	“New hires are mentored by their direct supervisors peers in the workplace“
SUNP 11	“Conducting Mentor-Mentee Training, capacity Building, online and inhouse trainings, self-study online and cross-departmental training“

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N = 11 out of 31

**Table 4. 5***Survey Responses Representing Private Sector Participants*

Survey Private Sector Participants	What is the Best Practice or Process your Organization Follows to Mentor its Staff Members?
SPP 1	“Annual reports, Quarterly evaluation”
SPP 2	“Training course, Mandatory 12 weeks field training, soft skills training, daily review through a quick meeting to discuss previously known matters, rewarding the distinguished to motivate others”
SPP 3	“Maintaining communication with staff and observing their decision making at work, offering them a constructive criticism if needed”
SPP 4	“Collaborative and shared philosophies”
SPP 5	“Participation in a regional leadership academy, encouraging staff to serve as coaches/mentors through the regional program or the International City/County Management Association”
SPP 6	“Assigning a lead person to all new hires who will work in the same department. For example, a senior project engineer would be the mentor for a newly hired project engineer”
SPP 7	“More senior employees working with younger employees on projects”
SPP 8	“Incentive based promotion. Unfortunately, my organization doesn’t mentor its staff members very well”
SPP 9	“Improve employee retention”
SPP 10	“one to one and peer mentoring”
SPP 11	“To make the new-comers work with an experienced and willing mentor”
SPP 12	“All entry level employees get a mid-level mentor, and the mid-levels get a high-level mentor. Big brother little brother dynamic”
SPP 13	“Periodic sessions with senior or high performing employees”
SPP 14	“Enable employees to take ownership of their development, deliver cost-effective, scalable programs with constrained HR”
SPP 15	“For new joiners there is a training period of one month followed by a mentorship. Each one of the newcomers is assigned one of the seniors, for knowledge sharing and get more details on how to handle cases and solve them”
SPP 16	“Tie the mentoring activity to performance discussions and career development at every level. Each employee is evaluated on 3 circles of impact - 1) performance an individual 2) how you leverage the work of others and 3) how others leverage your work . Circles 2 and 3 is where the mentoring opportunity arises - because the way people contribute to each other’s success is by mentoring each other in their areas of strengths. So, in a nutshell , everyone helps each other and that is the premise of performance and career plan discussions. This is the reason Microsoft is successful and has grown into a large company with a market capitalization of trillion dollars. Unlike my previous experience at an UN organization where there was low employee morale, investigations, allegations and a culture of distrust. To change



this , there needs to be a strong interlinked mentoring and career development plan at all levels of the organization where staff is evaluated on the 3 circles as noted above. Also, there need to be an exercise in revamping the culture of the organization to identify bad pockets, in groups and out groups, mentoring practices across groups, dynamics of local versus international staff, areas that need improvement etc. by doing a culture audit and strengthening the ties across departments and people”

- SPP 17 “Delegations, supervision through all departments, giving chance to learn from mistakes, responsibilities”
- SPP 18 “Ensures mentor and mentee have similar backgrounds allowing the mentor to provide guided mentoring”
- 

*N* = 18 out of 47

In regard to research question one, the researcher asked the interviewees to briefly explain a little bit about their history, focusing on significant events that have shaped their character/personality and things that had a great deal to achieve their current professional level, also interviewees were asked to explain what are the factors a successful mentoring process contain in their workplace, and what is the shape and characteristics of the relationship between the mentor and mentees. Table 4.6, 4.7 & 4.8 display the responses obtained by interviewees from private sector, United Nations and education field respectively.

**Table 4. 6***Interview Responses from Private, UN & Education Explaining History and Significant Events*

Interview Private, UN & Education Participants	Briefly Explain a Little Bit About your History, Focusing on Significant Events that have Shaped your Character/Personality and Things that had a Great Deal to Achieve Current Professional Level
IPP 1	<p>“Parents raised me being persistence and achievable which lead to success and hard work always pay off.</p> <p>In my career I had couple mentors coached me and held me accountable, for example my supervisor advocates me for federal auditing job that required executive level, under her mentoring and believing in my capabilities I succeeded”</p>
IPP 2	<p>“A group of friends who grow up together, we are standing for each other and helping in taking decision, these kind of relationship have a lot to do in my personality and character, good individual relationship”</p>
IPP 3	<p>“Having the experience in multinational cultures due to my work nature enriches my personality understanding cultures specially with minorities”</p>
IUNP 1	<p>“Working supportive supervisors career wise, training courses, diverse cultural environments and locations. Management was confident in my potential and they gave me the opportunity as well to act on a higher post”</p>
IUNP 2	<p>“United Nations had the greatest effect on my career path and life goals, specially helping humans in conflict areas is the best teacher. Professional projects and positions I held have a great impact on my character”</p>
IUNP 3	<p>“Communication with a different culture in shaped my skills, projects such as RAMCO, ERP, procurement, inventory management system and fixed assets were extremely huge and had the most personal influence”</p>
IEP 1	<p>“Meeting the right people who accept me the way I am and act as a mentor, building a tight positive relationship with people in my school”</p>
IEP 2	<p>“A project I attended and completed in India about reserved water and food agriculture in places with no planting potential, nothing impossible”</p>
IEP 3	<p>“Work experience the most and dealing with students in the university, how to understand their fresh thinking and be open minded”</p>

**Table 4. 7***Interview Responses from Private, UN & Education Explaining Factors of Successful Mentoring*

Interview Private, UN & Education Participants	Explain the Factors a Successful Mentoring Process Contain in the Workplace.
IPP 1	“Let it go naturally, make sure everyone included and have someone to relay on, provide advices and feedback, provide supporting environment to employee is essential. In private sector promotion is very common, accordingly there must be the incumbent to get promoted. Communication is the secret behind company and employees success”
IPP 2	“Matching is a vital aspect. Support all ways, mentor and mentee and institution. Mentoring expertise from the mentor being well qualified, and mentee being ready to learn. Emphasis on mentoring process. Follow up and focus on results, and presence of flexible and easy use platform”
IPP 3	“Ridable, well-established based on solid materials and shared understanding”
IUNP 1	“Training staff to understand mentoring, tools to use to enable positive outcomes and results”
IUNP 2	“Strong guidance, communication, matches with high chemistry, mutual understanding, strategic purpose of the process, identify targeted goals, commitment, training, measurement and promotion”
IUNP 3	“Performance appraisal linked to training needs, mentoring tools about ethical backgrounds and minorities, on job training, talent management”
IEP 1	“Provide support and help for new teachers, teach educators how to be happy and teach in a fun way”
IEP 2	“Trust and open communication; believe in staff success at the end of the process because this is what account most’

**Table 4. 8***Interview Responses from Private, UN & Education Explaining Characteristics of Mentoring**Relationship*

Interview Private, UN & Education Participants	Explain the Shape and Characteristics of the Relationship Between the Mentor and Mentees
IPP 1	“Trust between mentor and mentee comes, communicate frequently and with transparency”
IPP 2	“Build trust and show constant support, build self-confidence, relationship of fun, cheer, openness and warmth. Also support in difficult situation and unconditionally, help making decision and hold responsibilities, self-awareness and become aware of limitations”
IPP 3	“Trust, building confidence and the relationship should be a win-win criteria, mentor has to show respect and trust, mentee should show dedication”
IUNP 1	“Mentor characteristic mentor is someone the mentee looks up to, respects and trusts their advice or guidance, besides invest time and effort in the relationship”
IUNP 2	“Agree to exchange knowledge for mutual benefit, respect, professionalism, understanding, clear expectations, plan, objectives, methods, measurement, discuss expected results explained, personal connection, time and effort dedication, shared values, provide continuous feedback”
IUNP 3	“Driven by results more than assignments, balance for a win-win call for both mentor and mentee”
IEP 1	“Communication, different way to do job, learn from other experiences to enrich the relationship, less theories, instead teach from heart, open mind, willing to be mentored, and willing to fix individuals”
IEP 2	“Love, communication, faith, effort, believe, time dedication, chemistry, love to success, experience and strong strategy”
IEP 3	“The relationship should have a clear objectives, a time frame follow-up, monitor results, open ended periodic meeting”

## Research Question Two

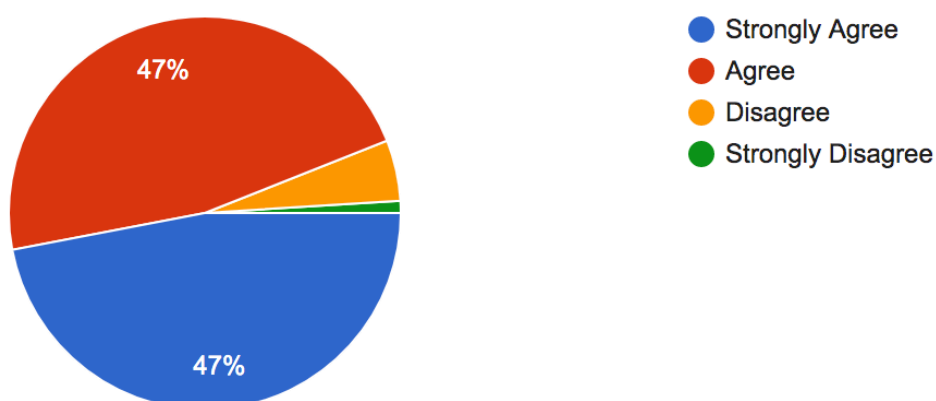
What is a successful mentoring relationship in workplace and in what way it can develop leadership skills?

### Quantitative

As indicated in Figure 4.12, the researcher investigated the consequence of mentoring program in workplace on leadership skills improvement and if it was beneficial in regard to the subject under consideration. The results proved that 94% ( $n= 94$ ) survey participants agreed that presenting a mentoring program in workplace positively impacted and improved the leadership skills of staff members. Five percent ( $n= 5$ ) of the participants disagreed that the mentoring program has a positive effect on improving staff leadership skills, private sector and United Nations were close in percentage of disagreement feature with both equal to 3% each, while educational field participants had a higher percentage of disagreement attribute, equal to 14% ( $n= 3$ ).

**Figure 4. 12**

*Mentoring Program is Beneficial in Relation to Leadership Skills Improvement*



### Qualitative

The researcher asked the interviewees if they thought providing mentoring facilities to a staff member in the workplace improved leadership skills. Table 4.9 illustrates responses acquired by interviewees from private sector, United Nations and education field respectively.

**Table 4. 9**

*Interview Responses from Private, UN & Education Explaining Impact of Mentoring on Leadership Skills*

Interview Private, United Nations and Education Participants	Providing Mentoring Facilities to a Staff Member in the Workplace Will Improve Leadership Skills
IPP 1	"It is easier to mentor high achieving staff members, leadership is a natural trait, but successful leaders read, watch a video or take classes about this skill"
IPP 2	"Mentoring process is effective to shape leadership skills but although it is a trait born with more than gained through job experience"
IPP 3	"Leadership skill is a human nature, hard to gain by training, but it can be improved through mentoring and coaching"
IUNP 1	"Mentoring enhances and increases confidence of staff and improves their leadership skills, it also prepares them for career progression pacing with confidence and tackling more complicated issues"
IUNP 2	"Mentoring process may help individual identify the weaknesses and work on them to improve but if the person doesn't have the leadership skills, it is going to be hard to gain it. Leadership is a trait person either has it or doesn't have it. I am not saying that this staff who doesn't have a leadership skills can't succeed I am just saying that it might take longer harder and extra effort to lead successfully"
IUNP 3	"leadership skill is a trait born with, mentoring can show individual if he has it hidden; however, mentoring can help improvement many technical skills"
IEP 1	"Leadership doesn't have a specific roadmap, some people mentor and lead without noticing they are"
IEP 2	"leadership skills can be gained through mentoring, coaching and training"
IEP 3	"Yes, for sure"

### **Research Sub-Question One**

What are the attributes of a successful mentor?

#### **Quantitative**

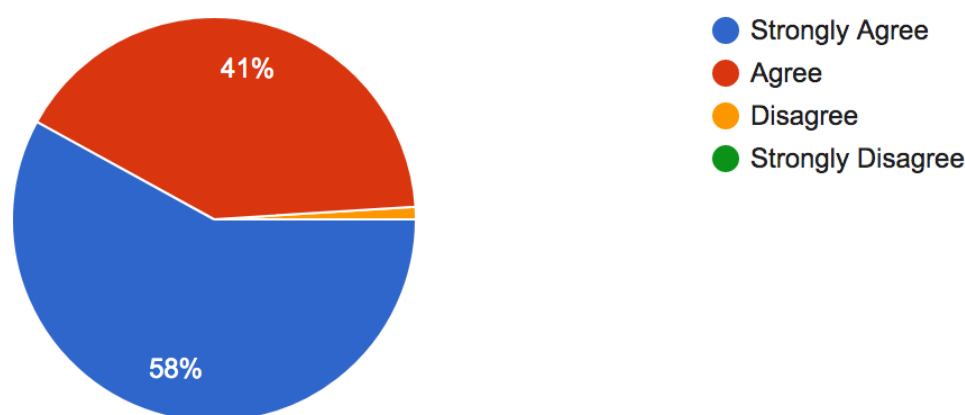
As indicated in Figure 4.13, 99% ( $n= 99$ ) of survey participants the presence of mentoring process in their workplaces has a positive impact on all parties in general regardless of variables or elements such as leadership skills, productivity, performance appraisal or organization success.

#### **Qualitative**

The researcher asked participants to explain how to retrain a staff member struggling in the job or workplace, and what makes a mentor fail to help a coworker to improve. Table 4.10 and 4.11 illustrate responses acquired by interviewees from private sector, United Nations and education field respectively.

**Figure 4. 13**

*The Presence of Mentoring Process in the Workplace has a Positive Impact in General*

**Table 4. 10**

*Interview Responses from Private, UN & Education Explaining Retrain Struggling Staff*

Interview Private, UN & Education Participants	Explain how to Retrain Staff Member Struggling in the Job
IPP 1	“Find the source of the struggle, provide tools to help staff achieve target and have a system in place to support and provide correct feedback”
IPP 2	“Identify the failure spot and fix it instead of losing the whole cycle, specify the exact struggle and retrain him”
IPP 3	“Identify the weaknesses, set an improvement and development plan, follow-up during the cycle and acknowledge the results”
IUNP 1	“Staff struggling to perform or be motivated should be targeted by supervisors as mentors in order to make use of the human resources being employed to produce maximum qualitative outcome. This comes through day to day discussions between supervisor and subordinate to identify areas of strength and areas that require development as well as understand what motivates that staff member. Additionally, a good way to find strong personality or efficient leader in the department or duty station whereby the staff member may receive advice and discuss with ease various issues they might be facing that they might be reluctant to discuss with the supervisor, and then benefit from that experience and advice”



IUNP 2	“Two ways direction understandable relationship in workplace where one side train and other side learn, training and understanding the struggling employees, get a coach who can communicate and help identify the weak areas and train the staff in these areas, increase face to face time, understand personal life and background of the mentee helps in understanding on how to deal with the staff in his job, how to help him balance between his life and job responsibilities”
IUNP 3	“Identify cultural differences, encouraging staff to ask and learn from more experienced people, and communication”
IEP 1	“Redirect the struggling teacher, explain, ask questions and make mentee look from different angels, convince trying different methods”
IEP 2	“Evaluate the relationship between struggling staff and surrounding variables, set a tight and trusted relationship with colleague or supervisor, identify the bothering causes job wise, make sure correct resources are provided, study struggling staff previous experiences and history of education or work experience, get staff’s feedback, set a shared plan, a smart goals that is achievable and trackable, keep following up and fix it along the way”

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**Table 4. 11**

*Interview Responses from Private, UN & Education Explaining Reasons Mentor Fail to Help Coworker to Improve*

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Interview Private, UN & Education Participants	What Makes a Mentor Fail to Help a Coworker to Improve
IPP 1	“Depends on the individual, some people want to see others do well and also the system in place can push people to fail or encourage them to achieve. Having a system which support and identify the productivity is an excellent resource and tool, also good job notes or appreciation”
IPP 2	“Not believing in the whole process as a training or coaching facility”
IPP 3	-
IUNP 1	“When the coworker or staff member is not willing to change or struggles with change and not receptive of new ideas or advice, or if the coworker is not comfortable revealing some of the issues they are going through, thus if the discussion is not open or sincere or there is no trust, then it will definitely fail. When there is perception of ulterior motives or there are as such, then mentoring will not be of use with that specific mentor”.

IUNP 2	“When mentoring process lack the required factors it become a failure, also lack of program preparation and data validation might cause to fail the mentoring process, engagement is an important part of the process, failing to fully participate from both sides in the program cause failure”
IUNP 3	“lack of respect and care about the relationship, lack of time commitment and faith “
IEP 1	“Mentor should not relay on theories only; mentor has to think out of the box and do it from heart”
IEP 2	“When mentor do not believe in mentee and his ability to achieve, lack of trust or faith or chemistry, when the relationship lacks proper communication, doesn’t show interest or understanding of the problem”
IEP 3	“If the mentor doesn’t have the proper techniques and qualification, and lack knowledge, experience and chemistry”

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### Research Sub-Question Two

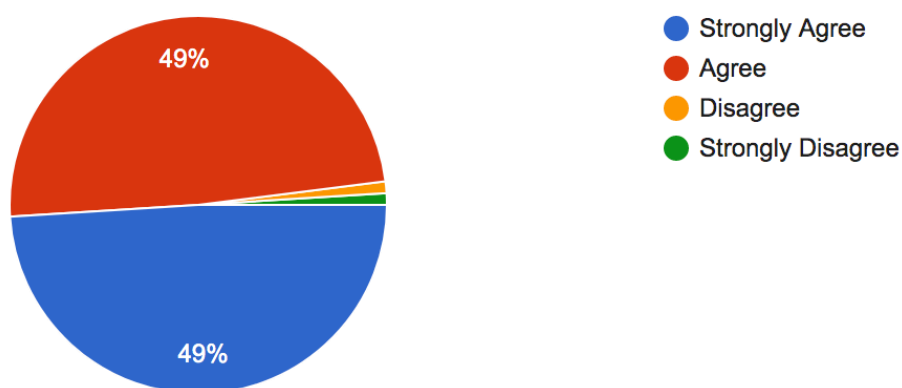
What strategies do mentors use to engage and connect with mentees to improve productivity and performance appraisal?

#### Quantitative

The researcher was interested in staff member productivity and performance achievement in relation to the existence of mentoring program in the workplace. It should be recognized that 98% ( $n= 98$ ) participants agreed that there is positive relationship between the two variables subject to study as clarified in Figure 4.14. Also 2% ( $n= 2$ ) disagreed, one disagreement response from United Nations and the second disagreement response from education field.

**Figure 4. 14**

*The Presence of Mentoring Process has a Positive Impact on Staff Productivity and Performance Appraisal*



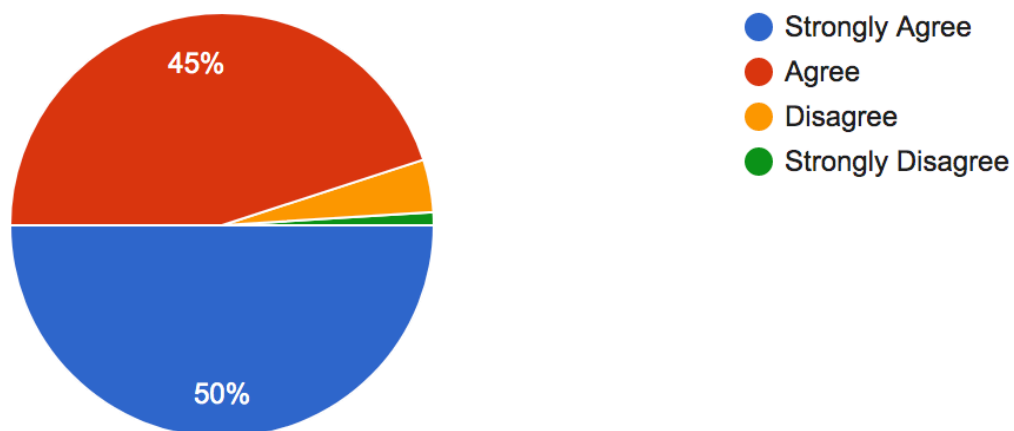
The researcher studied the concept of having a well-mentored staff member in the workplace and the indications of the organizational success in respect to that. Figure 4.15 confirmed that 95% ( $n= 95$ ) participants agreed that there is positive relationship between having a well-mentored staff member in the workplace and the organization success. Five percent ( $n= 5$ ) participants disagreed as follows 4% ( $n= 2$ ) disagreement responses from private sector, 7% ( $n= 2$ ) disagreement responses from United Nations, and 5% ( $n= 1$ ) disagreement response from education field.

The researcher validated in the study the reasons that might lead or motivate staff members to participate in mentorship program at workplaces. The survey participants were given the choice to select a maximum of four ovals. In Figure 4.16 the results indicated that shared knowledge was the highest selection of ( $n= 66$ ) participants, followed by the option of help myself/others excel in their careers with ( $n= 59$ ) count, past experience to others placed third with ( $n= 49$ ) responses, the rest were between ( $n= 47$ ) and  $n= 37$ ) responses, however the option

of prepare myself for promotion of better position or better pay was last in place with ( $n= 29$ ) responses.

**Figure 4. 15**

*Having a Well-Mentored Staff is an Indication of the Organizational Success*

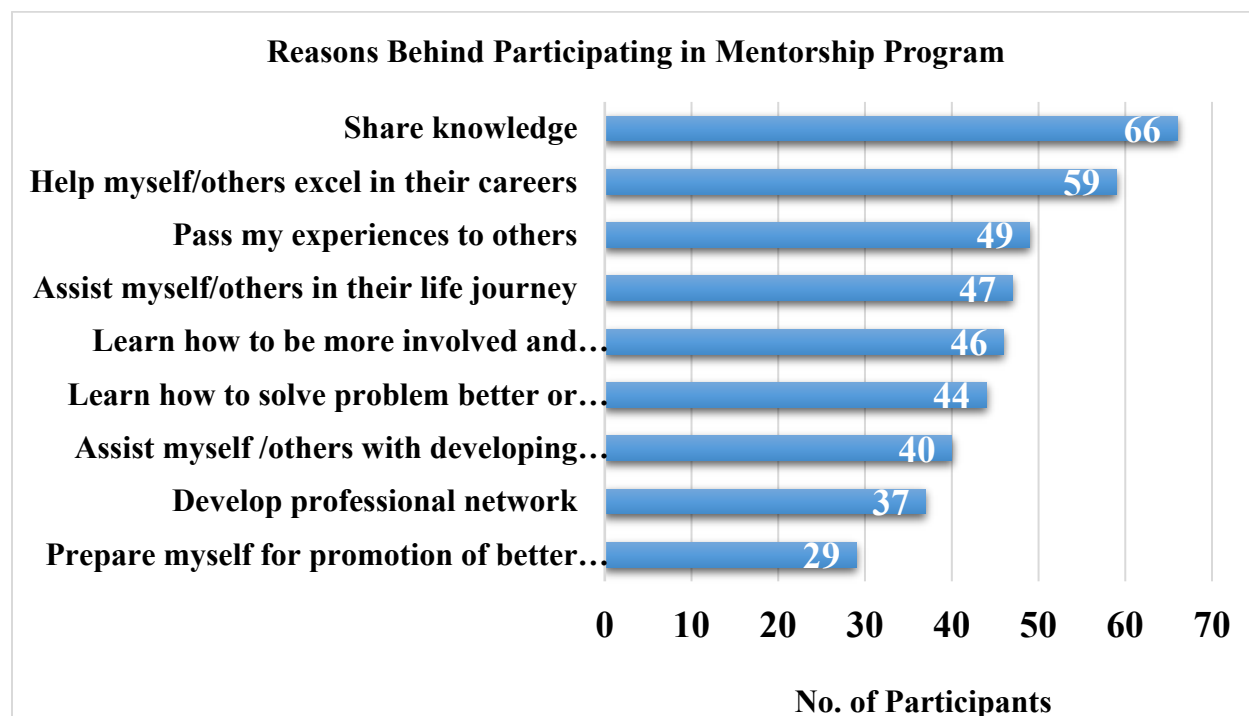


### Qualitative

The researcher intended to answer sub-question two of the study through interview questions by asking participants if they think providing mentoring facilities to a staff member in the workplace will have positive effect on productivities and performance appraisal. Table 4.12 exemplifies responses learned from interviewees in private sector, United Nations and education field respectively.

**Figure 4. 16**

*The Reasons that Lead Staff Members to Participate in a Mentorship Program Either as a Mentee or Mentor*

**Table 4. 12**

*Interview Responses from Private, UN & Education Explaining Mentoring Impact on Productivity and Performance Appraisal*

Interview Private, United Nations and Education Participants	Providing Mentoring Facilities to a Staff Member in the Workplace will have Positive Effect on Productivities and Performance Appraisal
IPP 1	“Mentoring and advocating staff to job, trust and believe have a positive impact on productivity”
IPP 2	“Yes, proper and solid mentoring considering benefits of three parties, mentor, mentee and organization increase productivity, 360 performance appraisal system that discuss and identify correct and accurate staff development need and coaching requirement”

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IUNP 1	Indeed, as mentors will focus on areas of strength to help guide staff as well as areas for development that will have a positive impact on their performance, unless the staff is not willing to change or is receptive of advice or their capabilities are limited and there is no will to change”
IUNP 2	“Yes, mentoring programs has a great participation in the staff productivity, it helps staff member understand the weaknesses and fix it, this will lead to improve performance, especially when setting smart objectives, and provide training”
IUNP 3	“Mentoring should have a positive impact, but the reality doesn’t reflect the targeted goals or aimed results from performance appraisal. I believe that performance appraisal should be discussed and prepared differently cause now it is only writing words and sentences to complete the process without soul or harmony”
IEP 2	“Mentoring and coaching help staff member reach goals and be more productive. I don’t believe in Performance appraisal as a system in workplaces, performance appraisal system is only a procedures and policy that the organization has to complete on yearly basis just to show professionalism or one of HR functions, however personal relationship, on job training have better impact”

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### Summary

The significance of the data presented in Chapter 4 validate the shades of mentoring process in private sector, United Nations and education field. The data also indicates the strengths and weaknesses and its positive or negative effects in each sector of workplace. One hundred workers from all three sectors holding a range of positions in a variety of levels participated in the survey and provided feedback, justifying the quantitative portion of the mixed-methods study. The qualitative data illustrated the response acquired from nine staff members including three from private sector, three from United Nations, and three from education field through individual semi-structured interviews. In addition, observations from the researcher’s analysis attempts were also included.

The researcher's data collection techniques allowed a presentation of the results that offered an ultimate viewpoint, as well as a more detailed perspective on the community of each sector type under review. As shown in the results, there was definitely an overall consensus about the importance of providing a mentoring process in workplace regardless of sector type, and a recognition of such facility by participants. Nevertheless, a desire for a well-established mentoring program in workplace was also expressed, as there was variation in participants' interests between on job mentoring and special programs. The qualitative data showed that there is a very high positive relationship between the presence of mentoring facilities in workplaces and leadership skills, individual productivity, and proper performance appraisal system. It is also essential to mention that participants stated that the current performance appraisal in their workplaces does not represent a solid system and is not a support to the mentoring process. The researcher acknowledged that the education field lacked a solid mentoring process.

Ultimately, Chapter 4 represents a special set of frameworks and sub-frameworks that fulfilled the study's two primary questions: 1. How can the findings in this research on organizations outside education influence and support mentoring in education? and 2. What is a successful mentoring relationship in workplace and in what way it can develop leadership skills? And two sub-questions: 1. What are the attributes of a successful mentor? And 2. What strategies do mentors use to engage and connect with mentees to improve productivity and performance appraisal?

## CHAPTER 5: DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

### **Introduction**

The purpose of this study was to gain a better understanding of how mentoring facilitates presence and success in workplace. Furthermore, the study was designed to identify methods applied in different institutions from various sectors other than education and to use findings to enhance the benefits of the educational field. The researcher aimed to study the effect and impact of mentoring programs in workplaces on improving leadership skills, staff productivity, and the performance appraisal system. Staff member productivity and performance is a significant problem for many organizations, stakeholders, and employers (Shuck & Wollard, 2010). This study was able to conduct the comparison required among the outcomes from 100 participants each holding a range of position levels in diverse organizations. The responses from the Informed Consent Mentoring Process in Workplace Survey and from nine interviews provide the data set for analysis.

The researcher utilized the perceptions and experiences of staff members who have been directly exposed to mentoring process in their workplaces and listened their personal stories. Participants' observations and insights provided the essential information and evidences from which conclusions were drawn.

In Chapter 4 the applicable and most relative results from the Informed Consent Mentoring Process in Workplace Survey responses and individual interviews feedback were given and discussed. In this chapter the researcher will draw the conclusions from these results and findings, discussion and offer some recommendations for future studies. Also, this chapter intended to discuss and highlight the study's implications for educational leaders, acknowledge the benefits from professions other than education and finally to make recommendations.



### **Research Questions**

This study concentrated on four research questions including two primary questions: How can the findings in this research from organizations outside education influence and support mentoring in education? And secondly, what is a successful mentoring relationship in workplace and in what way it can develop leadership skills? Two sub-questions were explored to offer greater depth of knowledge. These included, what are the attributes of a successful mentor? and what strategies do mentors use to engage and connect with mentees to improve productivity and performance appraisal?

The researcher focused on examining the relationship between the mentoring process environment availability in the workplace and three dependent variables. These included the mentee's leadership skills (e. g., was there improvement), level of staff member productivity (e.g., did they remain on the job and move through the promotion cycle), and the performance appraisal system (e.g., were they given favorable evaluations). The following information is provided to represent each research question and will emphasize the researcher's conclusions based on the results and statistics generated in Chapter 4.

### **Shadows of Mentoring in Education in Light of Other Professions**

Focusing on the primary research question one findings, it has been concluded from the educational field interview outcomes compared to other sectors or professions mentoring experiences that the education field has a well-established mentoring system in schools and districts for new teachers. The mentoring process and induction in educational institutions is to improve the performance and preservation of newly hired educators and teachers with the decisive goal of student learning and establishing a growth plan (Strong, 2009; Lovo et al., 2006). The mentoring process in the education field decreases for current educators with

significant job experience. This approach does not serve the benefit of veteran or more experienced educators' career paths. Teachers in any stage of job experience are in continuous demand of innovative teaching strategies and ideas for leadership and job improvement, similar to other professions. It is also notable that the educational field has an overwhelming amount of theories and procedures instead of on-the-job training and coaching strategies. These procedures and policies can lead to a very traditional uncreative learning system and allow very little creativity for field veterans. Professions other than education such as private sector and United Nations have systematic mentoring programs which include new joiners or current staff members. These programs provide an avenue for innovation and a place to discuss job satisfaction, goals and performance assessments (outside of the formal evaluation cycle). The data in this study revealed that the United Nations lack the full access to serve all staff members. However, a strong mentor program does exist and is available for those who are interested. The private sector business persons who filled out the survey and were interviewed seemed to experience inclusive and supportive mentoring practices at all levels. Every employee deserves in their career journey the chance to be mentored, not just selected staff (Kram, 1988).

The education field responses in the survey stated that 18% of the participants disagreed that their workplaces have a well-established mentoring process. The percentage is higher in private sector and United Nations, around 30% of participants from private sectors and United Nations disagreed that their workplaces have mentoring programs that included them during their career path. All sectors agreed that mentoring process goals depended on the organization culture and the sector type. The education field feedback confirmed this with 100% agreement. Yet other areas of the survey and the interviews clearly show the business and United Nations programs do have strong mentoring programs. Programs of value that can offer many good ideas for

educational institutions. Perhaps the discrepancy here can be related to how the question was written. It is possible the participants misunderstood the intent of the question.

The researcher noted from analyzing the interview information that the education field seemed to feel as if their profession lacked professionalism as one remains longer in the profession, where eventually other professions are driven by business type of relationships and economical culture which invites professionalism and leadership among the ranks. Accordingly, the researcher strongly believes that the education field can benefit from the systematic process followed in other professions by establishing a similar mentoring process that has clear objectives, technical support, business vision, follow-up steps and final results tracking, such as what was as seen in the business field. Many of these processes are available during induction, but they are not there for more experienced teachers. As teachers develop into leaders, there are administrative programs, but very few specific mentor programs to develop teacher leaders. Perhaps a teacher leadership process designed to minimize theories and include out of the box scenarios such as lesson learned from other districts, yearly training and coaching development programs for every educator, and a grade level or even subject rotation designed to help individuals gain more on-the-job experience.

There were various findings from outside of education that should be considered within education to enhance job success and sustainability. One United Nations participant stated, “We have a specialized section in Human Resources called Talent Development...” at first glance that might sound like professional learning units in education. However, a key difference is the Talent Development area of human resources is specifically designed to raise the effectiveness and job aptitude of all employees. This could certainly be a consideration in education. It is

time for education to come out of the shadows and experience the light other professionals in the world offer.

### **Leadership Skills Enhancement Under an Effective Mentoring Sponsorship**

In addressing the impact of successful mentoring process on leadership skills improvement the data revealed that the majority of participants responses confirmed and agreed that leadership skill is a natural trait. It makes the ability to lead successfully much easier if the individual is born with this attribute (Robbins, 2020). However, 94% of survey participants believed that providing a mentoring program to staff members in the workplace, is beneficial to leadership skills improvement. Mentoring enriches and surges staff confidence, it develops their leadership skills, it also prepares them for career progression tackling more complicated issues. An efficient mentorship system supports the staff to gain more confidence in their job functions and in themselves (Lim et al., 2015).

Gladwell (2008) stated that the person can master any craft in any field by practicing it for 10,000 hours. This 10,000 hour myth proposed around 20 hours of weekly exercise for a period of 10 years' time. The individual accordingly will enter a threshold of genius through which fame and fortune become tangible possibilities. At that point, the person is talented enough or smart enough or capable enough to be truly successful (Gladwell, 2008). We can take Gladwell's advice and apply it to this study. When given a chance to grow as a leader, when provided with mentoring skills and support to do one's job well, individuals become more skilled and tend to enjoy their job. Imagine if this were so in education? If teachers were groomed in teacher and classroom leadership skills and mentored in the very best practices throughout their career and encouraged to be innovative and constantly try new ideas, lessons and supports for

their students, education would be a much better place. This researcher believes teacher retention would grow and be attrition reduced.

The successful mentoring relationship is a concept which encompasses training, developing, coaching, and counselling. It is expected to assist a less experienced individual grow personally and expertly, thereby adding value to this person. One of the primary objectives in this research was to define the existence of leadership skills potential, and how to improve it under the sponsorship of mentoring process. It was concluded that leadership skills can be improved when a staff member is recognized as a potential of intellectual leading ability. When the management develops this person into a better leader, (which will require mentoring), the firm will see production increased. Successful leaders recognize and appreciate the characteristic and abilities of their staff members, and great leaders realize what is unique to each individual in order to exploit on it (Buckingham, 2005). Leadership characteristics and the institutional mentoring environment are observed to be the two most essential factors to influence the success of leadership skills development.

The relation between mentoring and leadership skills is one of the core areas of the study in terms of its main purpose, to identify to what extent the mentoring process in the workplaces can be used to substitute leadership skill improvement, specifically in the educational field. In order to arrive at conclusions regarding this main concept, mixed method steps were consulted to decide if a correlation exists between mentoring and leadership development. Results and findings were critically analyzed. The researcher derived conclusions on this concept. Leadership skills improvement is likely much harder in the absence or lack of mentoring system since mentoring facilities have a great ability to develop staff members' competences and capabilities.

This is comparable to literature in this area “*mentoring and coaching are powerful leadership development techniques*” (Truter, 2008, p.61).

When asked if mentoring improves leadership skills, a private sector participant responded, “Leadership skill is a human nature, hard to gain by training, but it can be improved through mentoring and coaching” and “Mentoring process is effective to shape leadership skills but although it is a trait born with more than gained through job experience.” Another reported, “It is easier to mentor high achieving staff members...” These three comments tend to lean a bit away from the education vision that leaders can be trained. Perhaps the message here is time and investment in leadership mentoring must begin with worthy, veteran, competent educators.

Workplaces and employers count on solid and knowledgeable leaders for the organization long run sustainable market situation, productivity and effectiveness as well. Therefore, institutions have an enormously solid focus on leadership skill development for their potential staff and key people. “Mentoring has been predictable as an efficient developmental tool” (Truter, 2008, p.61). Also, it has been found that the mentoring process has the power to enrich the efficiency of a leader in terms of specific skills, job activities, strategies in achieving goals or business targets, personal characteristics and self-esteem, but it cannot guarantee the success of a leader. The researcher discovered from participants feedback that a solid mentoring relationship may hold up a mirror that probably assists seeing how some personal beliefs or viewpoints can hold an individual back from making the courageous steps in career life that the person might want to make. A concrete mentoring relationship will show the mentee the hidden strengths. A mentor is a person of superior knowledge who directs, supports, and nurtures a less experienced mentee (Truter, 2008, p.59). When put in those words, wouldn’t everyone want a mentor?

A United Nations participant stated the leadership provided them “Strong guidance, communication, matches with high chemistry, mutual understanding, strategic purpose of the process...” these sound very similar to what we might see in new teacher mentoring. However, the leadership in education typically does not provide this process throughout the teacher career and this is the primary difference noted between private sector, the United Nations and the field of education. Imagine the growth an experienced teacher could have with the support of a skilled mentor.

### **Keys for Successful Mentoring Relationship**

The responses of survey participants agreed with 99% that mentoring process in workplaces regardless of the sector type is important and has a great positive impact in general. Proper mentoring programs have gained overall agreement and have been described as very important to mentors and mentees (Schechter, 2014). It was noted from the results of this study that staff struggling to perform or be motivated should be targeted by supervisors in order to make use of the human resources being employed to produce maximum qualitative outcome. This comes through day-to-day discussions between supervisor and subordinate, to identify areas of strength and areas that require development, as well as to understand what motivates struggling staff members. Additionally, a good way to find a strong personality or an efficient leader in the department or duty station, is to observe and locate those who listen and support staff on their own without an official mentor title. Several participants noted that the staff member may receive advice and discuss with ease various issues they might be facing, whereas the person might be reluctant to discuss these with the supervisor. The unofficial mentor can then be approached and moved into a formal mentoring role. At that point the trust has already been established. The mentee can then benefit from that experience and advice of the mentor.

The results of this study mirror previous work in the mentoring field. The benefits for mentor contain an awareness of relationship between colleagues, high chances for networking, sharing ideas with coworkers and professional development (Schechter, 2014). Benefits for the mentee contain skills development, enhanced performance, motivation and engagement in jobs or work rolls (Crumpton, 2014). The researcher found that proper communication, mentor-mentee trust, mutual respect, and belief in the process of the mentoring and the set targets are the most valuable factors to have a solid mentoring relationship. The mentoring proficiency and mechanisms are considered unsurpassed when there is conventional consistency, shared respect, and a safe atmosphere (Carroll & Barnes, 2015). Participants stated that dedicating a time frame and step by step cycle will improve the program, policy or system the mentee is working on (and probably be the same for the mentor as well).

It was discovered that it is also essential to establish a concrete mentoring system in the workplace that is supported by technical functions, data analysis, and follow-up criteria. Otherwise, it is a concern that might negatively affect the mentoring process. According to Long (1997), “under various conditions, the mentoring relationship can actually be detrimental to the mentor, mentee or both” (p.115). A limited time dedicated, mismanagement of the mentoring process, ineffective matching in the relationship, a lack of comprehension of the process, and an absence of availability are all concerns impacting a successful mentoring system. Also, the researcher learned of the complications that mentoring faces such as shortage of funds or insufficient budget. Other disadvantages of mentoring from the institution’s viewpoints included difficulties when there was a lack of technical support; the struggles in organizing the mentoring programs within workplace enterprises; and the costs and resources accompanying the mentoring process. These findings align with the work of Long (1997).



### **Staff Productivity and Performance in Relation to Mentoring**

The survey responses indicated that 98% of participants among all sectors confirmed the importance of mentoring process and its positive impact on staff productivity and staff performance, as well as 95% thought that well-mentored staff members are an indication of organization success. Staff member commitment is critical in describing staff's high performance and productivity (Shuck & Wollard, 2010). Participants interview outcomes confirmed that the mentoring relationship or process focuses on areas of strength to help guide staff as well as areas for development that will have a positive impact on their performance, unless the staff is not willing to change or is receptive of advice or their capabilities are limited and there is no will to change.

Interestingly it was discovered that performance management system implementation in both private sector and United Nations do not represent the staff development needs accurately. The performance appraisal process is mostly employed for the purpose of fulfilling a business requirement in the human resources department. The interviewees from both private and United Nations sectors agreed that the criteria of performance management system should be restructured to better serve staff development areas and staff on-job weaknesses zones. Craig et al. (2013) conducted a study to identify the effect of career mentoring process in workplace on affective institutional commitment, staff productivity, and job engagement. The results disclosed that the existence of the mentoring process had a positive impact on affective employee productivity, engagement, and commitment.

“Mentoring is essential in today’s competitive business environment. It combines the thirst for connection with the power of learning. Leaders must be involved from the very beginning if mentoring is to be successful.” -- Lois J. Zachary

### **Implications for Educational Leaders**

This study fills the gap in research with applying the exploration of mentoring in other professions to the world of education. Traditionally educational programs have only provided mentoring for the first two years of induction to the profession. The results of this study validate the need for career mentoring throughout teacher ranks. The decision by a district, school or state department to involve a well-established mentoring program in the education field should be a priority and should not be a consequence of a random or chance occasion. It appeared from the educators' feedback that some projects were developed from a hasty judgement lacking the systematic structure and based on traditional theories. These mentoring programs required intelligent thoroughness and when provided to veteran teachers were inadequately designed and incompetently resourced. In addition, the programs were lacking informative guidelines, training courses for mentors, agenda stating the program objectives preparation for participants.

It is recommended for educators and the education field key representatives to face challenges related to training and development requirements and to evaluate mentoring process through the following steps: (1) Develop an awareness of an accurate need of mentoring programs per district or school, (2) Mentoring is a career process. Support for mentoring at all levels is an essential phase which includes support from every allied party, (3) Train the mentors and modify the mentoring cycle to the certain needs of the mentee including those who may be veteran teachers but just moved to a new district or changed grade levels, (4) Rigorous evaluation of the program is essential as administrators must decide on a model and type of evaluation to implement and follow through with the implementation and provide a mentor or coach to the veteran teacher so they can continue to improve.

### **Recommendations for Future Research**

Recommendations for future research include a longitudinal case study in-depth mentoring program for education field including program guideline, targets, mentors, and mentees development needs, As mentioned in the limitations section, capturing accurate mentoring experiences and information from three different workplaces sectors under study can be inconsistent and create a knowledge gap. Accordingly, it is recommended in the future to conduct a more specific research per sector. Meaning specifically researching mentoring in the United Nations, a separate study of business and private sector mentoring and one for education alone. Then compare the findings. The researcher recommends a further mentoring vs coaching study within each workplace sector type and among different departments. At the same time, additional studies pertaining to this theme should be conducted across multiple organizations to establish truly accurate generalizable findings.

The researcher also suggests future research concerning performance appraisal systems that concentrate on staff training and development needs, set smart objectives, identify achieved targets and allow the employee to read the research. This link between the performance cycle results with a well-established mentoring programs and staff well-being and feelings of accomplishment could enhance production in any organization, company or school.

Finally, based on the information collected and data provided within this study, the researcher suggests conducting a similar study approaching a specific category of staff members such as single females, minorities or private education institutions. It would be beneficial to compare mentoring programs at higher education institutes and in preK-12 education. Maybe even look at the difference between private, public and charter and what emphasis is placed on mentoring in each organization.

### **Summary**

This chapter concludes the final stage of the research. Conclusions on the main approaches under study were conducted and suggestions for further studies were provided. The researcher met the objectives of the study, and the research questions have been answered in detail. It is the researcher's belief that this study and the data provided reduced the "knowledge gap" in past studies by expanding the understanding and knowledge of these key topics across education field and professions other than education including private sectors and United nations. The purpose of the study which was using the successful mentoring experiences from other professions toward the benefits of education specially improving leadership skills for educators also was discussed using the result of 100 surveys from participants from six different continents of the world and recommendations were suggested accordingly.

### **Conclusion**

Critically studying and understanding the phenomena of mentoring process presence in workplaces, leadership skills development, staff productivity and performance appraisal system followed in institutions and its connection, has made it clear that mentoring facilities in workplaces have a strong ability to develop all mentioned approaches. All sectors specifically educational organizations under study need to commit to mentoring process throughout the ranks and for any member in need or wishing the support.

Mentoring has an immense capacity for learning, individual success, and career progress. Studies have found that mentoring delivers a variety of good results for mentors, mentees, and the institution. Unfortunately, in some situations, ineffective mentoring can be worse than no mentoring process at all. With thorough and critical arrangement and expert leadership skills, most issues can be reduced. In the study the researcher identified several important areas that the

educational field should consider during the establishing and application stages of mentoring process. Amongst these were the importance of further research and an awareness of the growing need of mentoring programs at various levels; the essential aspects of mentor training, participants selections, and programs ongoing evaluation. Mentoring activities require the organization to invest time, resources (both financial and human), and energy to guarantee achieving the targets. All involved parties in the mentoring cycle have responsibilities and should work together to join forces for a positive benefit for the participants and their organizations. Ultimately education needs to implement a career mentor cycle, one that allows any educator in need of support and assistance to get the required help quickly and efficiently. Furthermore, the educator should feel comfortable seeking this help and not see it as a sign of failure, but a sign of success as they progress in their teaching years.

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## APPENDICES

### Appendix A: Informed Consent Mentoring Process in Workplace Survey (MPWS)

#### ENHANCING MENTORING BY USING STRATEGIES FROM OTHER PROFESSIONS; SUGGESTIONS FOR EDUCATIONAL LEADERS

My name is Suha Abu Zaineh. I am a Doctoral Candidate in Concordia University, Irvine (CUI) located in California in the United States, I am as well a Graduate Research Assistant in CUI a member of EDD Department. Your support and participation in the following survey will be highly appreciated. The survey is related to my Doctoral Degree Dissertation researching the benefits of mentoring strategies gained from within organizations outside of education.

Institutional Review Board (IRB) at Concordia University, Irvine, in CA, USA has approved the study subject to my survey.

**PURPOSE:** The purpose of the study is to understand and develop the effectiveness of mentoring programs towards adults within educational organizations and/or staff members in the United Nations and private sectors, compare results and findings among all levels, implement the advantages in educational organizations to strengthen the education system.

**DESCRIPTION:** The researcher is conducting the study using mixed method (qualitative & quantitative) Phenomenological study including snowball sampling strategy because these methods are more compliant to the many inspirations and shapes that were encountered throughout the study. Accordingly, the researcher will be able to determine the relationships of the following variables: employee productivity, performance appraisal and leadership abilities and skills in compared with the presence of mentoring process in the workplace.

**PARTICIPATION:** Participation in this research is a total voluntary approach, denial to participate will cause no penalty or consequences against either parties.

**CONFIDENTIALITY:** The researcher is assuring the full confidentiality of participants' identities and personal data or responses.

**DURATION:** Survey will be open for 2 weeks.

**RISKS:** Researcher will provide participants with unidentified surveys that will ensure privacy. Surveys will not collect any recognizing information such as names, place of employment, or email address from the survey participants. The researcher will collect only the personal information that is absolutely essential and related to the study, will code the data immediately and securely store the information so that only the researcher may access it. There are no identifying factors that allow readers to know who the participants are and the

organization they work for. All data generated by the research will also be protected by ensuring that it is printed and stored in a locked secure area; if the file is an electronic file, the data is protected by a password. All records and data of this study will be kept safe for a period of time and will be destroyed afterward.

**BENEFITS:** By participating in this research, participants will support in reaching into an understanding on how leaders can transfer personal and organizational value to employees through mentoring and to prove that mentoring workers is an investment in the future of business, education system, organizations, etc. It also will help to recognize that a mentoring relationship could be a valuable and beneficiary method to speed up learning and increase leadership abilities for an individual in any place of employment. The benefit of this study is to learn about mentoring from professions outside of education and apply this knowledge to the education profession. Participants will receive a summary of the dissertation findings.

**CONTACT:** This study has been reviewed and, approved by the Instructional Review Board at Concordia University, Irvine. If you would like to contact the researcher, please feel free to contact me at [suha.abuzaineh@eagles.cui.edu](mailto:suha.abuzaineh@eagles.cui.edu). You may also direct questions about research participants' rights and research-related concerns and issues to Dr. Belinda Karge, Ph.D., Professor, Doctoral Programs at Concordia University Irvine School of Education. Dr. Karge may be reached via email at [belinda.karge@cui.edu](mailto:belinda.karge@cui.edu).

**CONSENT:** Although I would like to ask you to complete the following survey, participation in this survey is voluntary. If you decide to complete the survey, but change your mind, you may stop at any time. Your responses, answers, and comments will be kept anonymous and confidential. I will be using the results of this survey in writing my doctoral dissertation without including any information that will make it possible to identify you. The information gathered in this study will be useful to other educators and administrators interested in improving their data practices and establishing data-driven cultures at their organizations.

**CONFIRMATION STATEMENT:** By clicking "yes" to begin the survey, I have read the information above and agree to participate in this study.

Today's Date: -----

I agree with the information presented above and understand the risks and benefits of participating in this study.

☐ Yes ☐ No

1- I fall under the ----- age group. Make only one oval

☐ 20s-30s ☐ 30s-40s ☐ 40s-50s ☐ 50s-60s ☐ 60s-70s

2- I hold ----- education degree level. Make only one oval

☐ High school   ☐ some diploma.   ☐ Bachelor   ☐ Masters   ☐ Ph.d

3- My gender is ----- ☐ Male ☐ Female

4- I hold a position with ----- category in my place of employment. Make only one oval

☐ Entry level   ☐ Middle level   ☐ Executive   ☐ Management   ☐ Director

5- My Organization of employment falls under ----- Make only one oval

☐ Private Sector   ☐ United Nations   ☐ Educational Organization

6- My Organization of employment is located in ----- (name of country)

7- Your own organization have a specialized mentoring program.

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

8- You participated in a mentoring program in your workplace.

☐ Agree   ☐ Disagree

9- Mentoring process in workplaces has different goals depending on the organization's culture and sector type

☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

10- The presence of mentoring process in the workplace has positive impact in general

☐ Strongly Agree.   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

11- What is the best practice or process your organization follow to mentor its staff members?

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12- The mentorship program would benefit you in your career path or life journey

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly Disagree

13- Having a well-mentored staff member is an indication to the organizational success

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly Disagree

14- The mentoring program in your workplace is beneficial in relations to leadership skills improvement.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly Disagree

15- The presence of mentoring process in the workplace has positive impact on productivity and staff performance appraisal.

☐ Strongly Agree    ☐ Agree    ☐ Disagree    ☐ Strongly Disagree

16- What reasons would lead you to participate in a mentorship program either as a mentee or mentor? Choose from following choices and explain why. (Make a maximum of four oval

- a) Assist myself/others in their life journey
- b) Help myself/others excel in their careers
- c) Share knowledge
- d) Assist myself /others with developing my leadership skills
- e) Learn how to be more involved and impact positively
- f) Pass my experiences to others
- g) Prepare myself for promotion of better position or better pay
- h) Learn how to solve problem better or address challenges I face at workplace

i) Develop professional network

Explain the reason behind your choice in question 16

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17- Please provide details on type of work you do (only if comfortable sharing)

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## Appendix B: Interview Protocol

### Semi-Structured Interview Questions

1. What factors a successful mentoring program or process contain in a workplace?
2. Can you explain how to retrain someone who is struggling in his/her job?
3. What makes a mentor fail to help a coworker to improve?
4. What is the shape and characteristics of the relationship between the mentor and mentees?
5. Can you briefly explain a little bit about your history, focusing on significant events that have shaped your character/personality and things that had a great deal to achieve your current professional level?
6. Do you think providing mentoring facilities to a staff member in the workplace will have positive effect on his/her productivities?
7. Do you think providing mentoring facilities to a staff member in the workplace will improve his/ her leadership skills?
8. Do you think providing mentoring facilities to a staff member in the workplace will help in achieving his/her smart objectives and improve staff member's performance appraisal.

### Appendix C: Coding Protocol

As part of this research project, the researcher Suha Abu Zaineh (doctoral student at Concordia University Irvine, CA, USA) will be making video/audio recording of your response during your participation in the interview. The video and audio recording will only be used to ensure the transcription reflects your responses accurately. Please indicate your agreement to use the recording tool for this purpose. If you do not want your responses to be recorded, the researcher will transcribe your responses only.

#### **Please indicate your informed consent**

The audio/video recording can be studied by the  
researcher for the use in the research project

Please initial-----

*I have read the above disruption and give my consent for the use of the audio/video recording as indicated above.*

Signature:----- Date:-----

Printed Name:-----

First Section - Reflective Records (allows the researcher to record the interview including participants)

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Second Section - Expressive Transcripts (offers room for the researcher to certificate truthful information such as body language, voice tone, observed actions and reactions, manners and communication)

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Third Section - Personal Consideration (provides the opportunity to the researcher to state  
personal reflections and judges)

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## Appendix D: NIH Certificate

