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MENTORING AS AN INSTRUCTIONAL APPROACH IN A GRADUATE ORGANIZATION
DEVELOPMENT COURSE

A Thesis

Presented to

The Faculty of the Department of Human Development and Consumer Science
University of Houston

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science in Human Resource Development

By

Mayura Pandit

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MENTORING AS AN INSTRUCTIONAL APPROACH IN A GRADUATE ORGANIZATION
DEVELOPMENT COURSE

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An Abstract of a Thesis

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ABSTRACT

This research study explored mentoring experiences of mentee as well as mentor within an introductory graduate organization development course. The study was guided by three research questions. This qualitative research study followed a phenomenological research design, which aligned with two data collection methods, that is document review of mentee's assignments and interviews with mentors. The data was analyzed using Giorgi's analysis (1985) a 4-step analysis technique. The findings of the study underscored the reciprocal nature of mentoring relationship and acknowledged benefits for mentor and mentee. The recommendations made by this study could contribute to academic mentoring research and possibly influence the use of mentoring as an instructional approach in the HRD programs. In addition, this research could provide knowledge on how to create learning experiences that integrate academia, business, and industry. The research study was not without limitations and further research on mentoring in different education fields is recommended.

Table of Contents

List of Tables and Figures	i
Introduction.....	2
What is Mentoring?	2
Application of Mentoring	3
Benefits of Mentoring in Higher Education	4
The Research Problem and Rationale for the Study	6
Purpose and Guiding Questions for the Study	7
Literature Review	9
Nature of Mentoring	10
Significance of Academic Mentoring.....	12
Academic Mentoring Frameworks.....	15
Summary.....	22
Research Design	23
Population.....	23
Sample.....	24
Chronicle assignment description.	24
Instrumentation.....	24
Ensuring reliability and validity during instrumentation.	25
Data Collection.....	25
Ensuring reliability and validity during data collection.	26
Data Analysis.....	26
Ensuring reliability and validity during data analysis.....	27
The Researcher’s Role.....	28
Ethical Considerations.....	28

Results	30
OD Chronicle Assignment.....	30
The emergent themes.	30
Mentor Interviews.....	48
Interview questions	50
The emergent themes.	62
Discussion, Recommendations, and Conclusion	75
Discussion	76
Research Questions.	76
Connection with Nora and Crisp (2007) mentoring framework	81
Recommendations	83
Need to create a deeper and stronger mentoring relationship.	84
Need to create mentor-mentee fit	84
Orientation for mentor and mentee.	85
Need to build a formalized structure for the assignment.	86
Invite mentors for seminar.	87
Mentor-mentee data management.	87
Implications for Future Research.....	88
Limitations.....	88
Conclusion	89
References	92
Appendix A	A-1
Appendix B	B-1
Appendix C	C-1
Appendix D	D-1

Appendix E	E-1
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List of Tables

Table I. Classification of OD Concepts	31
Table II. Summary of Benefits for the Mentee	40
Table III. Personal Education of Mentors.....	49
Table IV. Work Experience of Mentors	49
Table V. Number of HRD Students Mentored	49
Table VI. Most Liked Feature of Mentoring Program.....	55
Table VII. Least Liked Feature of Mentoring Program.....	56
Table VIII. Benefits for Mentee from Mentor's Perspective	59
Table IX. Suggestions by Mentor for Creating Better Mentoring Experience	62

List of Figures

Figure 1. Framework of Mentoring as an Instructional Approach	83
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Mentoring as an instructional approach in a Graduate Organization Development Course

Introduction

What is Mentoring?

Paula Tracy, the 2008 Graduate College commencement speaker at the University of Vermont, said, “Mentoring is difficult, but the rewards are incomparable.” (Tracy 2008). According to Marsick and Watkins (2001), informal and incidental learning is at the heart of adult education because of its learner-centered focus and relevance in learning life-long experiences. Popular examples of informal learning include mentoring, coaching, networking, and self-directed learning. The concept of mentoring dates back to Greek mythology in the epic poem the *Odyssey*. In brief, Odysseus left the care of his household, specifically his son, to his friend Mentor. Hence, the term ‘mentor’ is often associated with concepts of advisor, friend, teacher, and counselor. (Cronan-Hillix, Gensheimer, Cronan- Hillix & Davidson, 1986).

Mentoring is a personal and reciprocal relationship in which a more experienced, (usually older) faculty member acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) student or faculty member. A mentor provides the mentee with knowledge, advice, counseling, challenge, and support in the mentee’s pursuit of becoming a full member of a particular profession (Johnson, 2007). Mentoring has existed throughout the years in a variety of forms and settings (Crawford & Smith, 2005). Crawford and Smith further elaborated that mentoring has been defined differently in the fields of psychology, human development, human resource management, and education. The overriding purpose of mentoring, however, has been the professional and personal development of an individual.

Application of Mentoring

Mentoring occurs in a variety of environments, including higher education and business. (Henderson, & Welch, 1993). Smink (1999) asserted that more than 50 percent of managers, executives, and administrators report having been mentored. Formal mentoring is often initiated by an organization to assist with one or more of the following functions; new employee socialization and enculturation ,complimentary to formal learning processes, improve performance, and realize potential (Gibb, 1999). Phillips-Jones (1983) suggested that the mentoring as a part of a larger career development initiative which allows participation to be voluntary. In addition, Philips-Jones shared that the mentoring phase should be short and manageable, and the mentors and mentees who wish to participate should be selected carefully.

Mentoring in a higher education setting is sometimes described as a relationship between a teacher and a student or between an expert and a novice. Goodwin, Stevens, and Bellamy (1998) stated that in academic environments, mentoring is often described as a relationship between individuals that involves passing on traditional academic norms and values. Mentoring is a way of organizing the activities of professional socialization that are not captured in the simplistic ways that classes, field experience, and advising are usually characterized. As a concept, mentorship suggests that there is an asymmetric relationship among the faculty and their graduate students. One group has special knowledge or judgment that is not generally available to the other. The appropriate sharing of such insights can prove helpful in the other's development (Goodwin et al., 1998).

In the academic world, there is a great variation in how norms and values are shared through mentoring. Mentoring may encompass activities such as professional guidance in grant writing, inclusion on research projects, job placement, networking, writing, and teaching, and, at

times, includes social features such as shared meals and outings (Goodwin et al.1998).

Mentoring in academic settings can be informal in nature and can have distinct goals from that of organizational settings. Most recipients of graduate degrees identify their relationship with a faculty member as the most significant aspect of their professional development (Blackwell 1981; Shalonda and Schweitzer 1999). Furthermore, collaborating with a mentor is consistently equated with a higher level of academic productivity both before and after gaining, specifically, a doctoral degree (Wright & Wright 1987).

Benefits of Mentoring in Higher Education

Vaillant's (1977) work on adult development found mentoring to be a rare but important relationship in young adulthood for successful men. In contrast, the unsuccessful men had mentors either too early or too late, if at all. He asserted that there was a developmental window during the early 20s when a young adult most benefited from having a mentor. He further argued that individual psychological attributes, such as personality factors or identity needs, have been relatively neglected in the mentoring literature, which is curious because early mentoring researchers used a developmental framework. Therefore, higher education is an ideal and crucial time for students to participate in academic mentoring. The mentoring process is important for the development of young scholars. Lyons and Scroggins (1990) pointed out that having a mentor is essential for graduate school success. Students at both the undergraduate and graduate level report that mentoring helped them to develop skills and behaviors necessary to succeed professionally (Schlosser, Knox, Moskovitz, & Hill, 2003). Finally, as Kennedy (1997) noted, mentoring of graduate students is the most important task of the academic profession, as it ensures its survival by bringing in new blood.

According to the National Academy of Sciences (1997), a good mentor helps students to: (a) optimize educational experiences, (b) become socialized into a disciplinary culture; and, eventually, (c) find employment. Support for mentoring has been shown empirically by Betts and Pepe (2005), who investigated the perceived value of the mentoring relationship. Findings from their study indicated that success, awareness, and advancement are among the positive results of the relationship. In addition, there are numerous benefits to mentored individuals in an academic setting. Mentoring offers students ‘a glimpse at life in a business setting’ (Schlee, 2000 p. 332), and can reduce stress (Allen, McManus, & Russell, 1999), enhance career success, and increase satisfaction (Tenenbaum, Crosby, and Gliner, 2001). Another study found that mentored young adults were 25% more likely to find full-time employment than their non-mentored counterparts were (McDonald, Erickson, Johnson, & Elder, 2007). Mentees in mentoring relationships often experience a multitude of benefits: improved self-confidence; an increased availability of advice and relevant information; an opportunity for encouraged reflection on practice; additional personal support; improved effectiveness; an awareness of culture, politics, and philosophy of the organization; and, access to a confidant for concerns or ideas (Rawlings, 2002).

Although most believe mentees are the sole beneficiaries in mentoring relationships, the mentors also reap rewards in these relationships. The mentor is able to make use of his/her accumulated experiences to further the experience of the mentee (Ragins & Scandura, 1999). Further benefits to the mentor include a revived view of his/her role; enhanced job satisfaction, self-reflection, additional professional relationships, peer recognition, and taking a proactive role about learning and development (Rawlings, 2002). When identifying benefits as they apply within higher education, professional and career development, networking, and personal identity characteristics surface. Mentors’ academic and scholarly thinking is rejuvenated or provocatively

stimulated. Academic knowledge and experiences are passed on, which may involve research and teaching skills and knowledge. (Wright & Wright, 1987).

The Research Problem and Rationale for the Study

Kreber (2001), pointed out that virtually all-postsecondary institutions stress that a primary educational goal is to teach students to think creatively and critically, communicate and negotiate effectively, argue reasonably, work collaboratively, and learn independently. Simultaneously, rapid social, economic, and technological changes require that people continue to learn for most of their lives. This raises an alarm that by educating students exclusively in their disciplines, in the structure, critique, and advancement of discipline-specific knowledge, they may not be preparing them adequately for future success. It also raises the question of whether this is a sufficient foundation for fostering the larger educational goal of fostering lifelong learning. On an institutional level, it is important for both private and public institutions to acknowledge the value of mentoring and to incorporate this dimension of professional responsibilities into every aspect of support and evaluation for achieving the larger educational goal.

Levinson et al. (1978) understood that mentoring was extremely underdeveloped in the setting of higher education. He stated, “Our system of higher education, though officially committed to fostering intellectual and personal development of students, provides mentoring that is generally limited in quantity and poor in quality” (p. 334). Knippelmeyer and Torracco (2007) asserted that even though mentoring has been around for decades, the definitive advantages are still being discovered. These authors elaborated that mentoring is a well-known concept of employee development and an understood practice within the realm of Human Resource Development (HRD). Despite the use of mentoring in HRD practice, there is little

evidence of the use of mentoring in HRD academic programs in contrast to physical and biological sciences, mentoring in the social and behavioral sciences is not well developed and is understudied. (Wilson, 1998).

Though limited research exist in academic settings, mentoring has been found to be positively related to student outcomes, such as grade point average and decisions to persist in college (e.g., Campbell and Campbell 1997; Kahveci, Southerland, and Gilmer, 2006; Pagan and Edwards-Wilson 2003; Salinitri, 2005; Sorrentino, 2007; Wallace, Abel, & Ropers-Huilman, 2000). Unfortunately, however, this line of research seems to suffer from definitional, methodological, and theoretical flaws that have made it difficult to accurately measure the impact of mentoring on student success (Crisp & Cruz, 2009; Jacobi, 1991). For instance, in the higher education literature, the absence of a consistent or comprehensive definition or operational definition of mentoring has repeatedly been acknowledged as a limitation of research attempting to relate mentoring to outcomes (e.g., Dickey, 1996; Johnson, 1989; Miller, 2002; Rodriguez, 1995).

Purpose and Guiding Questions for the Study

The mentoring literature revealed the importance of mentoring in higher education field and offered multiple benefits for the mentor and mentee. However, the scarcity of research relating to mentoring in HRD courses gave impetus to this study. The purpose of this study was to explore mentoring experiences of mentee as well as of mentor within an introductory graduate organization development (OD) course. Following are the three questions that guided this study:

1. How did the mentoring influence the learner's understanding and or application of course concepts?
2. What are the mentees' perceptions of their mentoring experience?

3. What are the mentors' perceptions of the mentoring experience?

This research aims at providing instructors with knowledge that they can use to customize mentoring assignments in HRD programs. This study is also helpful in contributing to academic mentoring research as an instructional approach in HRD programs. In addition, this research can provide knowledge on how to create learning experiences that integrate academia, business, and industry.

Literature Review

The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to one being undertaken. It relates a study to the larger, ongoing dialogue in the literature, filling in gaps and expanding prior studies (Cooper 1984; Marshall and Rossman, 2006). This chapter also aims at building a strong foundation for the study by reviewing relevant literature in the field of mentoring. For the purposes of this literature review, multiple databases were searched to identify research on mentoring programs in the higher education setting. Such databases include JSTOR, ERIC, and EBSCO. In order to get emerging themes and current research in the field of mentoring, articles were selected from last five years. Key descriptors and key words used include the following: *mentoring, formal mentoring, informal learning, higher education, university, college, faculty, professional development, and employee development*. Sources included in the review had direct relevance to informal learning, the nature of mentoring, forms of mentoring, barriers to implementing mentoring programs, and mentoring in higher education. Many of the references include academic and practitioner journals, while a few sources include conference proceedings and books. The abstracts were first read to identify possibly relevant articles. Those articles selected were further reviewed for relevance. Twenty-three refereed articles were finally selected for the literature review. The following questions guided this literature review:

1. What is the nature of mentoring?
2. What are different forms and methods?
3. What is the significance of academic mentoring?
4. What research exists on academic mentoring?
5. What are the emerging themes/topics in academic mentoring?

6. How can theory guide the implementation of mentoring in higher education?

The use of the six questions during the literature review yielded three major themes. These are (a) nature of mentoring (b) significance of mentoring (c) academic mentoring frameworks. These themes are discussed in the following section.

Nature of Mentoring

Kram (1983) stated that mentoring could manifest as formal or informal relationships. He further asserted that although the length of relationships may vary depending upon the form, there are typically four predictable, yet not fully distinct, phases that each form encompasses. Kram (1983) explained four phases of mentoring as: firstly, an initiation phase incites the process in which the relationship begins. Next, a cultivation phase launches where the relationship reaches to new levels; individuals continue to test the career and psychosocial functions that one another can provide. Following this, separation occurs which allows individuals to regain more autonomy, both structurally within the organization and emotionally. Finally, the last phase is redefinition. The relationship takes on a new style, or possibly ends completely.

Conventionally, mentoring has been considered more of an informal relationship. Usually it refers to a relationship between senior individuals (mentors) who are paired with younger individuals in an organization. As Galbraith (2001) asserted, “informal mentoring is a relationship that occurs that is unplanned, and, in most cases, not expected. A certain ‘chemistry’ emerges drawing two individuals together for the purpose of professional, personal, and psychological growth and development” (p. 32). Conversely, formal mentoring allows the organizations to define the overall process, the extent of the relationship, and the timeframe in which mentoring will occur (Foster, Poole & Coulson-Clark, 2000-2001).

Formal mentoring is often initiated by an organization to assist with one or more of the following functions; to complement established formal learning processes for new employee socialization/enculturation, to improve performance, and/or to realize potential (Gibb, 1999). Mentorship contributes to improved employee motivation, commitment and retention (Fagenson-Eland, Marks, & Amendola, 1997). Successful mentorship can accelerate the leadership development. (Wilson & Elman, 1996). Organizations that are realizing the benefits of mentoring as an HRD strategy are investing in formal programs to serve as career development and management training tools (Burke, McKeen, & McKenna, 1993).

Knippelmeyer and Torracco (2007) stated that conventionally mentoring is seen as an informal relationship; however, when started within a corporate setting it is formal with defined objectives and process. They also explained that there is a significant growth in organizational mentoring in terms of research and application; however, there is a lack of research and demonstration in academic mentoring. Current research in academic mentoring provides insight in how to advance the art of mentoring in higher education settings and beyond. Lunsford (2011), focused on the psychology of mentoring in organizational and academic settings. He said that mentoring is an important relationship that can transform talented students into elite performers. He commented that, although mentoring is tested and used in corporate settings, academic mentoring is often ignored and it is assumed that there is no need for mentoring in higher education. The author concluded that mentoring could provide a powerful transformative experience for talented youth in academic settings. Overall, formal and informal mentoring is beneficial in the corporate and academic contexts. These benefits are less known, however, in academic settings. The lack of research on mentoring in academic settings strengthened the purpose of this study.

Significance of Academic Mentoring

The mentoring process is critical in the development of the young scholars (Forehand, 2008). Forehand stated that productivity and satisfaction during graduate school might serve as examples of mediating factors between mentoring and positive long-term professional outcomes. Crisp (2010) shared that valid mentoring experience influences community college students' decisions and thought processes. This indicates that mentoring significantly predicted the degree to which students become socially and academically integrated. Mentoring was also found to indirectly influence students' intent to persist, as mediated by their commitment to earning a college degree. Equally, Behar-Horenstein, Roberts and Dix (2010) conducted a multi-case narrative analysis of two groups, one comprising five undergraduate science scholars and the other comprising five mentoring professors. Both students and professors described student gains as increased technical expertise and communication skills.

Similarly, Lunsford (2011) stated that mentoring is an important relationship that can transform talented students into elite performers. She further added that there has been limited empirical study on the psychology of the mentoring relationship. This study analyzed 128 archival interview records from three cohorts of academically talented students who had participated in a faculty mentorship program for six semesters. Research concluded that the students who reported career certainty were more likely to report having a high-quality mentoring relationship. Lunsford highlighted that most of the research focuses on mentee benefits, while the motivation and interests of the mentee have been relatively neglected. Lunsford recommended that student career needs may influence mentor relationships with faculty and should be given greater consideration in mentoring practice. Mullen, Fish, and Hutinger, (2010), also talked about empowerment of doctoral students with the help of

mentoring. In their study, they explored a graduate intervention aimed at promoting the understanding, empowerment, and skills building of doctoral students in education. They concluded that mentoring influenced doctoral student retention, degree completion, and overall satisfaction, and that it helped close significant gaps across demographic groups and academic disciplines.

D'Abate and Eddy (2008) explored mentoring in business discipline. They discussed the importance of mentoring with respect to career development, networking and the link between academic and business world. Furgeson, George, Nesbit, Peterson, and Wilder (2008), endorsed a similar perspective. They emphasized the importance of networking and career guidance as an outcome of academic mentoring, especially when the mentoring was done by a professional mentor. D'Abate and Eddy (2008) recommended that for continual success in academic mentoring program, data collection, feedback and analysis are required. Thus, mentoring in academic settings can address career development, networking, professional development, and personal identity characteristics. Mentors offering guidance on the development of writing, research, and analytical skills provide career development opportunities for mentees. Likewise, mentors working with mentees on research collectively and then co-authoring publications can assist a mentee in learning the process and fundamentals of academic research. (Knippelmeyer & Torraco 2007).

Fagenson (1989) conducted a study to determine if mentoring truly resulted in the positive effects that have been noted as benefits. When comparing mentees to non-mentees in an organization, the author concluded that an individual's career experiences and their mentee status are positively related. "Mentored individuals reported having more career mobility/opportunity, recognition, satisfaction, and promotions than non-mentored individuals." (p. 316). Ragins,

Cotton, and Miller (2000), expanded upon this study and posited that the quality of the relationship also attributes to the success of the mentee. Therefore, this demonstrates the necessity of developing superior mentoring programs.

Developing mentees depends on the engagement process between mentees and mentors. Evertson and Smithey (2000) stated the importance of mentor development. Slaughter and English-Clark (2010) asserted that mentor development is a key aspect of the process of implementing the program because development can involve shifts in mentor beliefs, perspectives, and outlook on future career options. Thus, he concluded that mentoring in academic settings does not only yield mentee benefits. Mentors also go through a process of development that includes shift of thoughts, career outlook, and knowledge and skills.

In summary, mentoring has been found to have a positive impact on numerous student outcomes, including student performance, intellectual and critical thinking skills, student self-confidence, students' latent abilities, self-actualization, expectations and future aspirations, grade point average, and persistence rates (Astin, 1999; Bank, Slavings, & Biddle, 1990; Campbell & Campbell, 1997; Freeman, 1999; Girves, Zepeda, and Gwathmey, 2005; Johnson,

1989; Kahveci, Southerland, and Gilmer, 2006; Mangold, Bean, Adams, Schwab, and Lynch, 2003; Pagan and Edwards-Wilson, 2003; Roberts, 2000; Ross-Thomas & Bryant, 1994; Salinitri, 2005; Sorrentino, 2007; Wallace, Abel, and Ropers-Huilman, 2000). However, as previously noted, the utility of this line of research is considered limited due to flaws that are definitional, methodological, and theoretical in nature (Crisp & Cruz, 2009; Jacobi, 1991). It has been noted that operational definitions of mentoring are often either absent, too vague, or not specific to the population of interest (e.g., Boice, 1992; Bordes & Arredondo, 2005; Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986; Lee, 1999; Mangold et al., 2003; Rodger

& Tremblay, 2003; Ross-Thomas & Bryant, 1994). In addition, more often than not, measurement tools used to quantify students' mentoring experiences have not been theoretically based, and researchers have primarily used surveys that lack evidence of reliability or validity (e.g., Lloyd and Bristol, 2006; Sorrentino, 2007; Zimmerman & Danette, 2007).

In an attempt to address these issues, researchers have begun to focus on understanding what mentoring is and how theory might be used to explain how students experience mentoring in a higher education context (e.g. Aagaard & Hauer, 2003; Atkins & Williams, 1995; Cohen, 1995; Edwards & Gordon, 2006; Hauer, Teherani, Dechet & Fiason, 2005; Miller, 2002). The strength of these theoretical investigations lies in the diversity of perspectives obtained and in the apparent overlap and commonality of themes identified. Unfortunately, with the exception of Cohen (1995), whose mentoring perspective has been applied to populations outside of higher education, little work to date has sought to explain the different aspects of support that a mentoring experience involves and how the various forms of mentoring support are perceived and experienced by college students.

Academic Mentoring Frameworks

Informal and incidental learning is at the heart of adult education because of its learner-centered focus and the lessons that can be learned from life experience (Marsick & Watkins 2001, p. 25). Realizing that mentoring revolves much around life experiences, it is apparent that the theory of informal learning can help to understand the application of mentoring programs. Utilizing the model for informal or incidental learning can assist in institutions understanding how mentoring programs are applied among their faculty. (Knippelmeyer & Torracco, 2007).

Marsick and Watkins's (2001) model presents inner and outer circles. The inner circle represents the belief that learning grows out of everyday encounters while working and living in

a given context. A new life experience may offer a challenge, a problem to be resolved, or a vision of a future state. The outer circle represents the context within which the experience occurs: the personal, social, business, and cultural context for learning that plays a key role in influencing the way in which people interpret the situation, their choices, the actions they take, and the learning that is affected. Thus, the model depicts a progression of meaning-making that, in practice, is often more of an ebb and flow as people begin to make sense of a situation. With each new insight, people may have to go back and question earlier understandings. The model is arranged in a circle, but the steps are neither linear nor necessarily sequential. (Marsick & Watkins 2001).

In the context of mentoring, the inner circle is the context surrounding mentoring, which captures mentors', and mentees' everyday occurrences and experiences. This is the center of informal or incidental learning. The whole environmental context is the outer circle that takes into consideration when situations occur, interpretations, choices, and actions surrounding mentors and protégés in their informal or incidental learning experience (Knippelmeyer & Torraco 2007). They proposed a model of mentoring in higher education, one that is based on the Marsick and Watkins model. (2011). The proposed model in higher education (2007) highlighted the continuous interaction of mentor and mentee. Once a mentoring relationship begins, much interpretation and reflection can take place throughout the process because of alternative solutions, strategies, and learning moments being postulated. This cycle can provide new needs, opportunities, or challenges to be addressed as part of the mentoring process.

Johnson (2003) proposed a triangular model that focuses on the competence of the mentor. The model includes virtues, such as integrity; abilities, for example, cognitive, emotional, and relational; and competence, meaning knowledge and skills. The model is

triangular but Johnson intentionally placed virtues at the base to signify its centrality and importance in the competence structure. This also means that virtues and abilities can be developed; they are less malleable and more difficult to instill than competencies. In some respects, virtues and abilities provide the necessary conditions for the subsequent acquisition and expression of essential mentor competencies. Thus, Johnson concluded that faculty mentors may lack knowledge or may struggle with specific mentoring micro-skills and these shortcomings may be relatively easily remedied whenever the mentor has the requisite virtues and capacities for mentoring.

Eby's (2007) investment model focused on the benefits and costs of the mentor–mentee relationship and links them to outcomes for both members of the dyad. Eby (2007) extended the ideas of social exchange and provided a comprehensive review of relational problems in mentoring. The investment model of mentoring suggested that both mentors and mentees evaluate their perceived costs and benefits of being in the relationship with each other. When the perceived benefits meaning learning new skills outweigh the costs – that is, the investment of time of being in the relationship – then the relationship will flourish. In turn, these perceptions of costs and benefits will continue to affect their episodic interactions and subsequent satisfaction with the relationship as well as their desire to commit to the relationship long term. Eby also suggested that the ability of both mentors and mentees to access other relationship alternatives means another mentor in the organization has an important influence on the relationship dynamics as well. Thus, the investment model of mentoring emphasized the importance of mentors determining that their investment into the relationship is worth the effort. (Eby 2007).

Forehand (2008), presented a borrowed framework of mentoring from the Parenting model. He affirmed that psychosocial help and instrumental help, the two major domains of

mentoring (e.g., Kram, 1983; Noe, 1988), are similar to the two primary components of parenting identified by Baumrind (1966): affection and behavioral control. In line with the parenting constructs, psychosocial and instrumental help is critical for successful mentoring. The study of the individual behaviors of psychosocial help and instrumental help can be undertaken. This can specify exactly which behaviors of a mentor lead to the success of a mentee. Finally, once the mentoring field has developed a framework for guiding research on individual behaviors that lead to a mentee's success and the expansion of the field of research can occur. Forehand concluded that new mentoring behaviors that can be included in the existing framework could be identified and framework can be modified based on these new behaviors. In addition the identification of how mentoring interfaces with other variables can be studied. Thus, he highlighted the need for future research in the field of mentoring.

Kram (1985) provided a groundbreaking research on mentoring which suggested that mentoring relationships evolve over a period of sequential phases: initiation, cultivation, separation, and redefinition. Initiation takes place over the first six to 12 months and involves mentors and mentees, formulating expectations, and getting to know one another. Cultivation, which may last from two to five years, is the second phase in which the relationship matures and psychosocial and instrumental support are at their highest levels. Separation involves a transition period where the mentee establishes more independence from the mentor, both geographically (Ragins, 1997) and emotionally (Chao, 1997). Redefinition is the final phase, in which mentors and mentees develop a different relationship: more akin to that of friends and peers. Kram's original conceptualization is still widely accepted and frequently cited more than 20 years later (Bozeman & Feeny, 2007).

D'Abate, and Eddy (2008), proposed a model of factors that influence the success of mentoring relationships. The model has four critical elements for mentoring program success is participant matching, preparation, interaction and outcome assessment. They further elaborated the model of factors that influence the success of mentoring. Participant matching means how mentees and mentors are paired is an initial concern in most academic and business mentoring programs. Mentor-mentee similarity and the interpersonal comfort that comes from a good match have been found to be key predictors of the success of assigned mentoring relationships. Allen, Day, & Lentz, 2005; Ensher & Murphy, 1997). Participant preparation means providing orientation or training that is setting expectations, preparing participants for their new roles to newly selected participants is linked to mentoring effectiveness and this leads to fewer problems in the relationship (Allen & Poteet, 1999; Gaskill, 1993; Kram, 1986). The third critical element is an understanding of interaction characteristics of the participants and it has an impact on mentoring success (Bush & Chew, 1999). Lastly D'Abate, and Eddy, (2008) concluded that the mentor can provide numerous developmental and supportive functions to the protégé. In general, these functions fall into career-related or instrumental and psychosocially oriented factors.

Kreber and Cranton (2000) suggested a conceptual path to expanding mentoring to promote a scholarship of teaching and learning. In this model, graduate students are viewed as adult learners who are mentored on various levels such individual, peer, or as participants in formal programs. An important component is that reflection and knowledge transmission is central to the mission. Three types of reflection form the core process: (a) content reflection, (b) process reflection, and (c) premise reflection. Content reflection focuses on the description of the problem. Process reflection highlights the strategies of problem solving and the assessment of the adequacy of the efforts and the similarities and differences between current experience and prior

learning. Premise reflection questions the merits and functional relevance of the question. (Kreber & Cranton 2000).

Lastly, Nora and Crisp (2007) developed a theoretical framework specific to undergraduate college students based on a review of mentoring theory from multiple disciplines, including psychology, business, and PK-12 education. The conceptual framework explains that the mentoring experiences of college students are composed of four closely related forms of support that collectively form a holistic support system. More specifically, the theory explains that college students perceive mentoring as several types of support: (a) psychological and emotional support, (b) degree and career support, (c) academic/ subject knowledge support, and (d) the presence of a role model. Students may experience these forms of support in or out of a formal mentoring program, from one or more persons in the student's life.

The first construct, psychological and emotional support, encompasses a sense of listening, providing moral support, identifying problems, and providing encouragement, while the second facet focuses on the establishment of a supportive relationship in which there is mutual understanding and a link between the student and the mentor. Several theoretical notions underlie this first domain, including Kram's (1988) view that mentoring must incorporate feedback from the mentor regarding certain fears and other issues on the part of the student. From a support perspective, Schockett and Haring-Hidore (1985) posited that a discussion of fears and uncertainties must be conducted in a safe environment as perceived by the mentee (student) and that emphasis on building a mentee's self-confidence is important. Levinson et al. (1978) stipulated that mentoring should encompass a moral support, and Miller (2002) specified that listening, identification of problems and encouragement are a part of a mentoring experience. Moreover, this first dimension takes into account active, empathetic listening, and a

genuine understanding and acceptance of the mentee's feelings (Cohen & Galbraith, 1995); it further includes the development of a positive regard conveyed by another (Kram, 1988), a concept of buddying (Miller, 2002), and a strong and supportive relationship (Roberts, 2000).

The second domain, goal setting and career paths, represents the underlying notion that mentoring includes an assessment of the student's strengths and weaknesses and abilities and assistance with setting academic as well as career goals and decision making. Six perspectives provide the main focus of this domain: 1) in-depth review and exploration of interests, abilities, ideas, and beliefs (Cohen & Galbraith, 1995); 2) stimulation of critical thinking with regard to envisioning the future and developing personal and professional potential (Cohen and Galbraith, 1995); 3) a reflective process (Roberts, 2000); 4) requesting detailed information from and offering specific suggestions to mentees regarding their current plans and progress in achieving personal, educational, and career goals (Cohen, 1995); 5) a respectful challenge of explanations for specific decisions or avoidance of decisions and actions relevant to developing as an adult learner (Cohen & Galbraith, 1995); and 6) a facilitation in the realization of the mentee's dream (Levinson et al., 1978).

The third construct, academic subject knowledge support, centers on the acquisition of necessary skills and knowledge (Kram, 1988), and on educating, evaluating, and challenging the mentee academically (Schockett & Haring-Hidore, 1985). Additionally, focus is paid to employing tutoring skills and targeting subject learning in contrast to mentoring that focuses on life learning (Miller, 2002) and on establishing a teaching-learning process (Roberts, 2000).

The fourth domain, the role model, concentrates on the ability of the mentee to learn from the mentor's present and past actions and achievements and failures. In this dimension, the emphasis is on sharing – or self-disclosing – life experiences and feelings by the mentor to

personalize and enrich the relationship between himself or herself and the mentee (or student) (Cohen & Galbraith, 1995; Kram, 1988).

Summary

Five models and four conceptual frameworks on mentoring were found and studied during the literature review. Marsick and Watkins (2001) looked at mentor-mentee relationship from a contextual point of view. This model highly emphasized the importance of environmental factors acting as triggers to develop mentoring relationships. Knippelmeyer and Torraco (2007) followed the same line of thought; however, their focus was more on interaction and reflection during the mentoring process. Kreber and Cranton (2000) also presented a conceptual path based on reflection during the mentoring process. While Johnson (2003) presented a model focusing on mentor's competence, Eby's (2007) investment model depicted the active participation and clarity of expectations of both mentor and mentee. Kram's (1985) conceptual framework underscored four phases of a mentoring process whereas D'Abate, and Eddy, (2008) focused on influencing factors for the success of the mentoring process. Forehand (2008) presented the psychological and instrumental factors as critical elements in nurturing the mentor and mentee relationship. Similar perspective was explained in details in Nora and Crisp (2007) framework. In sum, it was hypothesized that a theoretical conceptualization of mentoring, guided by several frameworks and perspectives in the literature, comprises a four-factor latent structure (psychological or emotional support, goal setting and career paths, academic subject knowledge support, and the existence of a role model). Hence, Nora and Crisp's (2007) conceptual framework was supportive as a guide and map for the research study. This framework is important and was necessary to develop a solution to the proposed problem.

Research Design

This exploratory, qualitative study used phenomenology to guide the investigation. Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. (Moustakas 1994). Phenomenology traces its historical roots to twentieth-century Europe. German philosophers Husserl, Ditley, Heidegger, and Gadamer; Danish philosopher Kierkegaard; and French philosophers Sartre, Ricoeur, and Merleau-Ponty have all contributed to the field of phenomenology (Hultgren, 1989). Phenomenology is concerned with the study of experience from the perspective of the Individual, ‘bracketing’ taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such, they are powerful for understanding subjective experience, gaining insights into people’s motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. (Lester 1999). The methods were specifically guided by the work of Lester (1999), who asserted that understanding subjective experiences and gaining insights into people’s motivations and actions are very appropriate and useful in designing methods for the research on academic mentoring; thus, the researcher used this approach to capture mentee and mentor’s experiences.

Population

The population for this study included 104 organization development (OD) chronicles. These chronicles were collected from 2009 to 2012. The following describes the year and number of chronicles: 2009 (15 chronicles), 2010 (18 chronicles), 2011 (35 chronicles), 2012 (36 chronicles). In addition, the population included 100 mentors who also served between 2009 and

2012. These mentors have work OD experience ranging from 5 to 25 years. Mentors represent the oil and gas, medical, healthcare, education, and information technology industries.

Sample

A purposive sampling strategy was used to identify 30 chronicles that included the following components: (a) introduction (b) new learning and (c) reflection. These components were important because they aligned and informed the research questions. In addition, the purposive strategy was used to identify 10 mentors. The mentors selected had a minimum of two mentoring experiences with HRD students. Mentors with at least two mentoring experiences helped to tell a richer story because they were able to compare and contrast experiences.

Chronicle assignment description.

The chronicle is aligned with the course HRD 6305-Organizational Learning and Performance. This course focuses on identifying, discussing and using behavioral science knowledge and practices to improve individual, group and organization effectiveness. One of the deliverables for the course focuses on choosing a mentor from business and industry who has organization development expertise. Mentees are required to meet with their mentors a minimum of three times. During these visits, mentees are expected to explore the application of OD concepts discussed in class. Mentees are required to submit a chronicle of their mentor-mentee engagements.

Instrumentation

A semi-structured interview guide was created to facilitate the interview with mentors. The interview guide was aligned with the third research question, ‘What are the mentors’ perceptions of the mentoring experience’. A maximum of 10 questions were included in the interview guide. Please see Appendix D for a draft copy of the interview guide. In addition, three

questions were focused on demographics such as education, years of experience, and mentoring experiences related to HRD students and other organizations.

Ensuring reliability and validity during instrumentation.

The pilot interview was conducted using the interview guide with one mentor who was unrelated to the sample. The same interview guide was used for all the interviews. This helped to bring the consistency in the approach and helped to maintain standard and logical connections between the research problem, the purpose of the study, research questions and the research instrument.

Data Collection

The researcher conducted one face-to-face and nine telephone interviews with mentors. After getting confirmation (Appendix E) from the Institutional Review Board (IRB) and conducting a pilot interview, the researcher approached the sample mentors. First, the researcher sent an email to the participants asking about their willingness to participate, preferred time, date and mode of the interview (face-to face or telephone). (See email invite, Appendix A.) The interview guide and consent form was sent to those participants who accepted the invitation in the second email. (Refer Appendix B and C). Consent forms were requested to be returned to the researcher with required details within the three days of receipt. Researcher clarified any doubts the participants had before getting the consent form from them. Then the researcher conducted an interview. In the beginning, permission for recording the interview was obtained from the participant. It was shared with the participant so that he or she could answer any of the given questions, and the participant would receive a copy of interview transcript for their review before data analysis. Two mentors did not allow the interview to be recorded; for those interactions, notes were taken during the interview. Interviews lasted from thirty to sixty minutes.

Ensuring reliability and validity during data collection.

Interview transcripts were sent to the participants for review before the data analysis. The participant was requested to confirm whether or not the appropriate meaning was accurately captured. This provided an opportunity for the participants to comment and confirm the findings and also ensured the accuracy of the collected data.

Data Analysis

This study followed procedure of data analysis for qualitative research and merged specific steps for phenomenological research design. Giorgi's analysis (1985), based on phenomenological philosophy, is suited for development of descriptions and notions related to human experience. The purpose of Giorgi's phenomenological psychology research is "to capture as closely as possible the way in which the phenomenon is experienced" (Giorgi & Giorgi, 2003b, p.27). In Giorgi's work, phenomenology is used to look for the psychological meanings that constitute the phenomenon in the participants' life world. The idea is to study how individuals live, that is, how they behave and experience situations (Giorgi, 1985). Giorgi recommends a four-step analysis procedure: getting a total impression, identifying meaning units, abstracting the contents of individual meaning units, and summarizing their importance.

Thus, for current research the data analysis was based on Giorgi's phenomenological psychological analysis as described below:

Step 1: Getting a total impression

In order to get sense of data and total impression, the researcher read sample OD chronicles and interview transcripts for three times (repetitively). The intended idea was to obtain a description, not to explain or construct any opinion at this stage. (Giorgi, 1989).

Step 2: Identification of meaning units

Giorgi (1985) suggested that the whole description should be broken into several parts to determine the meaning of the experience and these are expressed by the slashes in the texts. Researcher organized OD chronicle data based upon first two research questions. Similarly as a means to form units for interview transcripts, it was categorized based upon the ten questions in the interview guide. In addition to this interview, data was analyzed using a third research question and it helped to recognize different meaning units. Each meaning unit is a constituent and therefore focuses on the context of the text (Giorgi, 1985). These meaning units helped to yield emerging themes that are listed in the results section of this paper.

Step 3: Abstracting the contents of individual meaning units

Step three involved the analysis and synthesis of emerging themes, which were produced by individual meaning unit. During this process, the researcher revisited each meaning unit and tried to find evidence for each theme.

Step 4: Summarizing the importance of themes

Finally, the researcher summarized the importance of themes with the help of evidence and with the chosen guiding conceptual framework of Nora and Crisp (2007). This is explained in the discussion section of the paper. This stage was helpful for making sense out of described themes.

Ensuring reliability and validity during data analysis.

During data analysis, the researcher followed a practice of writing memos, which helped bring to the surface any of the researcher's biases and assumptions. This also helped to reconstruct and understand the research process and lent consistency to the results. In cases where any surprises were observed during data analysis, the researcher revisited the data, also

checked for the assumptions, and only then reflected. At the stage of data interpretation and writing results, the researcher provided rich and detailed description of the analysis. Hence, this has provided a solid framework in order to address issue of transferability of the results in the future.

The Researcher's Role

The researcher is an international student (from India) in the graduate program Human Resource Development at University of Houston. The researcher has more than 8 years of experience in training and development. The researcher was involved in training interventions at various stages with Indian and multinational clients. The researcher enrolled in the HRD graduate program in the fall of 2011. The researcher participated in the mentoring assignment when she was enrolled in the course HRD 6305- Organization Learning and Development. As the researcher herself participated as a mentee in the mentoring process, this brought her personal experience, bias and assumptions to the current research study. This involvement had also created deep interest for the study in researcher. In this case, as suggested by van Manen (1990), the researcher's role will be to reflect carefully on own experience and bracket those experiences and perspectives to understand mentor and mentee's viewpoint and reflections. This involved paraphrasing when appropriate and deeply reflecting during OD chronicle review and at the time of conducting interview and processing the transcripts. Thus, the best strategy was to clarify researcher's bias by honest and sincere reflection that helped to resonate well with the readers.

Ethical Considerations

All of the participants were treated in accordance to the ethical guidelines of the American Psychological Association (APA) and the University of Houston Institutional Review

Board (IRB). The researcher received approval from the IRB before data collection began.

Although there were no identifiable risks for participating in this study, a couple of considerations were kept in mind when conducting the study. During the document review, accessibility of the OD chronicles, experiences of the students were kept confidential, as these were personal experiences and reflections of the students. During interviews with mentors, any organization-specific information (such as contact information) was also kept confidential.

Results

The purpose of this study was to explore mentoring experiences of mentee as well as mentor within an introductory graduate organization development course. The OD chronicles of mentee and the interview transcripts of interviews with mentors were analyzed using Giorgi's analysis (1985). This analysis helped to capture the mentoring experience in depth. The results section includes the summary and importance of the emerging themes from the data analysis.

OD Chronicle Assignment

A total of 30 OD chronicles were analyzed for a period from 2009 to 2011. The process of data analysis includes deciding on the appropriate analysis to conduct for each research question, preparing data for analysis, and summarizing results (Olney & Barnes, 2006). Hence, data analysis for this research study was categorized and summarized by research questions. Specifically for OD chronicles section, the first two research questions acted as a basis for the analysis.

The emergent themes.

The analysis of OD chronicles revealed variety of rich mentoring experiences and benefits for the mentee. Throughout the course of the data analysis of OD chronicles, four emerging themes were identified. The emerging themes were (a) targeted OD concepts and their classification, (b) change in the thought process of the mentee, (c) various mentoring strategies that brought change in the thought process, and (d) mentoring benefits for the mentee. These four major aspects were identified as emerging themes because they were consistently and continually observed in OD chronicles. Mentees expressed their thoughts, insights, reflection, and understanding around course concepts, beliefs, attitudes, and perceptions about their mentoring experience during the discussion in the OD Chronicle.

Research question 1: How did the mentoring influence the learner’s understanding and or application of course concepts?

The first three themes provided insight on; what different OD concepts were targeted during mentoring, what changes took place and how mentoring influenced the learner’s understanding of course concepts and what strategies were implemented to bring this change. Thus, the first three themes helped to answer the research question one.

Targeted OD concepts and their classification.

As per requirement to complete OD chronicle assignment, each student should study three OD concepts. For current sample of OD chronicles, all the mentees followed the same criteria except for two mentees. The two out of 30 mentees chose four concepts. Hence, total 92 OD concepts over 30 chronicles were identified. These concepts can be classified in three categories as (a) Types of OD interventions, (b) OD process and (c) Role of an OD practitioner. This is summarized in Table 1.

Table 1. Classification of OD Concepts

Category	Number of Concepts	Percentage
Types of OD interventions	36	39.13%
OD Process	33	35.87%
Role of OD Practitioner	23	25%

Firstly, the topics were categorized by intervention type. Students explored the (a) human process interventions like employee involvement, large-group interventions; (b) human resource management interventions such as performance management, coaching and developing talent, workplace diversity, leadership, career planning and development interventions. Furthermore,

students discovered (c) strategic OD interventions like managing resistance and corporate culture. In addition, the OD process was explored in detail. The process included planning, designing, implementing, and institutionalizing OD interventions. Lastly, the OD concepts discovered the role of an OD practitioner in depth. This included the personal values and competencies of OD practitioner, understanding difference between external and internal consulting, updating knowledge in OD field and creating organizational vision.

Change in the thought process of the mentee.

The second prominent theme was the positive influence on the thought process of mentee during the interaction. The chronicles showed that the mentoring experiences served as a sense making opportunity for OD as a discipline. This helped mentees to extend their understanding of OD. One mentee described this experience as follows:

OC # 7: Interacting with my OD mentor helped me to gain better insight onto employee involvement through Quality Management. When I read the textbook, I could not see the practical reality of having employees motivated to perform better due to higher quality standards. Coming from engineering background, I always viewed quality management as a mandated aspect of working culture based on the CMMI (Capability Maturity Model Integration) level of the organization.

Another mentee talked about change in his mindset regarding the application of an OD model.

OC # 11: In reviewing the concepts with my mentor I found that I was looking at the models as adversarial toward each other or more less conflicting views, now I see that the ideal manager would be a combination of all four systems of the Likert model, and in the Blake and Mouton's Grid, because both models stress involving employees to reach maximum success.

One more example below highlights the importance of mentoring on application of a concept is as follows:

OC # 26: Our discussion helped me move from the course knowledge and have a more applied understanding about the nature of resistance.

The thread that wove the theme of change in throughout the thought process during the mentoring experience allowed mentees to self-assess their understanding of OD. The mentoring experience provided concrete examples of OD and OD strategies. This helped mentees to analyze and reflect on the concepts they were exploring in the course.

For example, one of the mentees talked about the experience with change models.

OC # 1: While discussing these topics, my mentor showed me an OD intervention that she had just designed and had just received approved for a pilot test at their organization.

Other examples are:

OC # 15: My mentor first clarified that she prefers to see resistance as something you ‘navigate’ as oppose to ‘manage.’

OC # 29: To begin the conversation, I shared with her that while taking this OD course, I realized that many projects at our company could be classified as interventions. I have found myself analyzing them from an OD perspective. Trying to identify the inputs, what kind of discovery is being done, who the sponsors are, what kind of an intervention it really is, and what the outcomes are supposed to look like.

The third piece, which strengthened the theme of change in the thought process, was the organic nature of an OD. This aspect dealt with the mentee’s paradigm shift to view and understand OD as an organic versus linear process. The following examples confirmed that the process of OD is continuous and cyclical in nature.

For example, one of the mentees mentioned that:

OC # 2: My favorite quote from my mentor on this topic was, “OD professionals show you how to teach yourself how to do it. Not just how to do it.”

Another perspective highlighted thinking out of the box and ability to accommodate the change in the scope of the project.

OC # 14: It is important not to get oneself boxed into a unit price for consulting services. For instance, once you have completed mediation with clients, the underlying issues will be revealed, which can then take both renegotiation and reevaluating the scope of what you will be doing thereby potentially altering the initial fee.

The organic view of OD is also supported by following:

OC # 30: She had one other notable comment about interventions regarding culture change. “Never consider it done, it can revert.”

And,

OC # 21: We work in an open system, the organization can change its focus midway during an intervention hence should always be prepared to reinvent and innovate.

Various mentoring strategies, which brought change in the thought process.

The next theme was which strategies or tools used to create a meaningful mentoring experience. These strategies included sharing rich examples, explanation about the application of OD models and providing connections between theory and practice. These strategies ultimately helped to bring change in the thought process of the mentee. Moreover, they were able to give meaning to their experience.

Rich examples

The examples shared encompassed proposing or working on intervention, planning an intervention, setting ground rules, change management, OD process, servicing clients, personalized interviews, creating quality service, building rapport and relationship with the client, probing and open ended questions, digging deeper to uncover the real cause or issue (root cause analysis), and information power (ethical behavior). These examples were shared using techniques like sharing incidences, stories, methods, insights, reflections, lessons learned, case studies, tool kits, project experiences, problem-solving techniques, and educational programs.

The following example from OD chronicle provides an example of personal experience sharing:

OC # 9: The mentor provided an example where she extended her service to the vice president of an e-learning company in California. Her networking skills helped her to get this client's offer for being an external OD consultant to improve their learning and development production. It is essential to ask open-ended questions based on need analysis to understand and clarify organizational issue and expectations. This typically helps to understand and drill down to the root cause of the problem. Sometimes the client's assumption for an organizational issue may not be the real cause. Hence, it is essential that OD practitioner isn't biased with client's solution ideas. In addition, it is necessary to map the initial needs and find out the anticipated result before entering into a contract. It is always recommended to explain upfront how change in scope may alter the anticipated time lines provided for deliverables in contract. This would avoid any confusion later on.

Another example presented the work specific situation:

OC # 6: The mentor mentioned that when proposing or working on an intervention there were instances where they went to the CEO first so that he was aware and any other stakeholders could be held accountable. In addition, he also said that if they had a timeline to complete certain steps and they weren't being completed (on the stakeholder side) that they usually had the pushback to put the project on hold or trash it altogether for a time when the organization could effectively participate.

One more example mentioned the case study sharing as a part of mentoring interaction:

OC # 20: When interviewing the mentor, I learned many things about the concepts. She sent me a case study of an OD project she was working on when she was dealing with change after her company merged with another company. Looking at the case study, many of the concepts I was interested in were used.

The following examples highlight the use of tools and project experience to facilitate mentoring:

OC # 22: He offered an example of a project that involved the senior leadership team of a medical devices manufacturer on the west coast.

OC # 22: When asked about data collection tools the mentor explained that he mostly works with interview questionnaires tailored to the organization and designed to solicit information from particular areas.

OC # 25: She gave an example of when she taught parking lot attendants to help cancer patients out of the car, which supported the goal of quality customer service.

OD Models

Another part, which contributed to the theme of facilitation strategies for creating mentoring experience, was sharing application of various OD models in real work life. This

information provided an opportunity for the mentee to see how companies customize OD models and tools to meet their needs and context. These models primarily deal with change management, conflict resolution, intervention planning and execution, following protocols, competency mapping, transfer of learning, and creating a safe environment. Examples of these behaviors are found in models such as the maturity model; the model for resistance to change/planned change; Likert's participative model; the action research model; the mediation model for third party interventions; the MBTI; the FIRO-B; the Thomas Killman Conflict motor model; Kotter's 8-step process for change; Franklin Covey's principles; the online competency map; the 3by5 matrix; the Zachman Framework; the IDEF 0 Model; the positive model; the SCT (Systems-Centered Training); the ADKAR model; fish bone diagrams; Kurt Lewin's Change Model; the Bridges Model; and conjoint surveys. One common element discussed for these models was a 'customized approach.'

Following examples from OD Chronicle support these findings.

OC # 8: They have a maturity model to help assess exactly where the company is and that model helps them to determine the specifics of the intervention design.

OC # 11: On the path to discovery, my OD Mentor explained to me (pertaining to management systems) that within the organization the managers use Likert's Participative model. She explained the reasoning behind it was to get the best out of people and help support what they create.

OC # 15: The mentor was asked about how she prepares for change in relation to an OD intervention. She cited Kotter's 8-Step process for leading successful change.

OC # 25: There were many techniques the mentor shared with me to get to the real issues in the face of conflicting results; such as, fish bone diagrams, creating a safe environment to

share challenges, pilot a focus group, drill down when a red flag is raised, and more data always helps. Creating a safe environment and planning how results will be shared ensures the real problem is revealed. People want to know, ‘what’s in it for me’ and ‘what are you going to do with the data once I tell you.’

OC # 29: The mentor talked about creating “micro-hooks” that hook behavior at the most personal level. If there is no consequence to sending an \$18 FedEx package when regular mail would do, then the behavior and culture won’t sink in.

Connection between theory and practice

The third facet, which was associated with facilitation strategies, was the connection between the textbook and theory, class discussion, instructor’s lecture notes, and practice. This information provided an opportunity to visualize the application of OD in an organization; specifically, OD application in designing effective intervention, OD overview and theories, change management process, different phases in OD interventions, ethical guidelines and communication, giving feedback, and creating ownership for the client.

The following examples provide support for the same.

OC # 6: I also connected well with the information we learned in terms of designing effective interventions and the organization being ready to change, having the capability to change, etc. (Cummings and Worley, 2009, pp. 151-162). The anecdotes shared by the mentor seemed to reflect each of these variables and their presence very well.

OC # 1: I feel that the two-way conversations with the mentor and myself helped me to apply the theories and concepts that I was learning from the class and realize how they are applied in an organization.

OC # 11: What surprised me the most was how much, if not all the concepts, in the first 11 chapters my mentor had experienced or used in some fashion. Speaking to her was like reading the text.

OC # 13: The questions that I asked were mainly designed to find out what works the best in practical scenario. I think this assignment successfully equip us with practical knowledge that is significantly required in the field of OD.

OC # 14: The information provided by my OD mentor brought was same as taught by the instructor, in the course modules, and what I learned from reading the text.

OC # 25: There were many times in meeting with my mentor where I felt her experience was in direct congruence with the text. OD definitions from the text matched the definitions in practice. Participation buy-in or the ‘what’s in it for them’ was supported. Alignment was reinforced.

OC # 29: I was surprised to find so many of the textbook concepts translate directly into the working world. I didn’t expect there to be such a close link between concept and practice. This was not always the case, but there was more than enough reference in my discussions with the mentor to the teaching in the textbook that I gained another level of confidence that what was being taught in the classroom would be of immediate benefit in the workplace.

The theme of benefit of understanding and experience added value for the research question two.

Research question 2. What are the mentees’ perceptions of their mentoring experience?

Mentees shared various benefits as an outcome of their reflection on the mentoring experience.

Benefits for the mentee.

This theme outlined the important benefits mentee gained during the mentoring process. These benefits found in three different categories, (a) academic relevance and conceptual understanding, (b) career development insight, and (c) vision for personal life. Table 2 summarizes the total number of chronicles, which confirmed the specific benefit for the mentee.

Table 2. Summary of Benefits for the Mentee

Benefit	Number of OD Chronicles
Academic relevance and conceptual understanding	30
Career development insight	20
Vision for personal life	15

Academic relevance and conceptual understanding

This theme was supported by sharing the value of in depth knowledge and continuous learning, connection with other HRD courses and relevance of what mentees are learning in OD course. All the chronicles strongly presented this benefit. Mentees underscored the value of in depth learning by confirming clear understanding of OD concepts, gaining new knowledge, insight, learning new applications of OD, connection with text book, upgrading OD tool kit, OD on strategic level and its cultural responsiveness.

The following confirmations from OD chronicles highlighted the same.

OC # 2: An interactive learning experience with an OD mentor was the most valuable part of this entire OD class. Each meeting with my OD mentor was an enlightening and stimulating experience. By making a connection between my mentor's experiences and what was presented in the book, I was able to gain a clearer understanding of the concepts of OD.

OC # 3: Being able to meet and interview an OD professional was a great experience. Having an OD mentor gave me an in-depth understanding of organization development and the major responsibilities of a successful OD practitioner. Insight of my mentor's experiences has helped me connect my knowledge from the textbook to real-world application of OD concepts.

OC # 11: In my quest for knowledge, I made sure my questions served three unique purposes. One, to establish a link between industry practice and academia; two, to better understand what tools are in a real life Practitioners tool kit; and three, to decipher what concepts work in industry practice and which do not. All while better realizing when to appropriately implement certain concepts and when at what times they may become inappropriate or obsolete.

The in-depth knowledge aspect is supported by emphasizing the importance of continuous learning. Mentees specifically mentioned focus on detail orientation, organizing skills, need and importance of project management office, facilitation skills, transferable role of OD practitioner, need for continuous up gradation of knowledge. Following are couple of examples.

OC # 2: The experience was very refreshing. It was a chance to get another person's perspective on OD, which was interesting. Being organized is important in the field of OD. Paying attention to detail might be the thing that separates an OD practitioner from the rest. Never stop learning and always try to reinvent yourself. Acquiring more skills and having a general good work ethic with your clients is essential.

OC # 11: In making the connection to what I learned in the course, I learned for the most part that you must be a continuous learner throughout your career, in order to be successful. Speaking with my mentor I learned that over her career she took the time to continually reeducate herself on what was going on in the now.

OC # 28: The mentor suggested that it is necessary to provide continuous updates, constantly remind individuals of the progress and benefits of the change process provide feedback with regard to changes, and allow opportunities to celebrate “small wins” or milestones throughout the intervention.

Seven chronicles out of 30 connected mentoring experiences with other HRD courses. It helped mentees to see alignment and importance of other HRD courses and OD. The connection found was related to; Instructional Designing (Front-end analysis), Research (Design, data collection and analysis), OD interventions – (Practical knowledge), Project Management- (Total Quality Management). Examples are as shared below.

OC # 9: What surprised me the most is the fact that how analysis phase of the instructional design process is highly related with the entering and contracting phase and scope determination period for an OD consultant. I was surprised to know that OD consultant also do the need assessment, gap analysis, and context analysis to determine what needs to be done, how, under what conditions and how it should be done.

OC # 1: I was surprised with how much information from other classes in this program I instantly thought about and connected with the intervention. For example, when discussing the measurement of the intervention, I knew from my research class the specifics of the design. In addition, I was able to connect information from ISD to the discussion of the intervention when talking about the front-end analysis that took place. I was able to recognize some of the tests and evaluations of the data that was being used in the intervention based on the knowledge from my statistics class.

OC # 15: The opportunity to work with a mentor truly enhanced my learning experience. The mentor was able to provide clear examples of her work and how the theory was applied. I

was also able to go on and apply the learning to the OD interventions class where I am designing an intervention based on an actual problem.

OC # 21: OD and project management are intricately linked. Knowledge of PM helps bring the project back on track whenever there is derailment.

Academic benefits are well supported by confirming the relevance of what mentees were learning. Relevance was reflected by providing connection between theory and concepts, various models, processes, methodologies, and principles with real life examples.

OC # 10: The information received from the interviews relates to the OD course. They are both the same thing and are encouraging. Sometimes people say what you study in the textbooks and classrooms are completely different from what happens in the real world (workplace). In this case, that is false. The information from the course and the mentor's interviews are the same. For example, the collection of data, there was barely any new information; all the data collection methods that are being used in the workforce are being discussed in the OD course. The reasons for collecting data are also the same, for immediate use, future use and another department in the company might have access to it if proper protocol is followed.

OC # 2: My time interacting with my mentor was very enriching. He gave me helpful insight into the connection between the academic theory of OD and the real world practice. I appreciated his true passion for OD and his ability to clarify principles of OD into universal terms.

OC # 16: The mentor agreed that effective interpersonal skills are absolutely key as OD professionals have to be able to align themselves with every level of the organization. He elaborated that it is essential that OD professionals must be flexible in order to effectively handle

interactions with the different types and levels of employees that he/she may interact with on a daily basis. He also stressed the importance of knowing the organization and its various perspectives. This significant quality is also reinforced by Cummings and Worley (2009) in their book, *Organization Development & Change*.

Career development insight

This theme encompassed several dimensions of career development. This theme illustrated in 20 chronicles out of 30. These findings are related to OD as a career choice, different certifications related to HRD, affiliations with professional organizations, qualities of an OD practitioner, and alignment of career goals with personal strengths.

The following example discusses the importance of certifications for an HRD professional.

OC # 6: Also, we discussed independent consulting as a side note as well as what he might recommend in terms of certifications, to which he mentioned the CPLP and SPHR certifications. The prevalence of HR factors in OD and Training and Development make learning about those factors valuable for anyone in the field.

Another example from an OD chronicle presented mentoring experience as an impetus to make conscious career choices.

OC # 3: Working with the mentor has provided me an invaluable learning experience and has given me a clearer understanding of the effort and qualities required to become an effective OD consultant. She was very supportive of my career goals and was kind enough to offer me some professional guidance. I was fortunate enough to receive a few coaching tips from her, in which she encouraged me to place my academic and professional fears aside, and to focus

primarily on my desired outcome – because the outcome of overcoming those challenges is always going to be worth much more than the fear itself.

OC # 16: My final conversations with my mentor were about his advice to a new graduate seeking a career in the OD field. He stated that I must get to know the organization and how it functions before I can be an advisor on how to institute change. He advised that gaining this experience will involve working in various roles, rotating through different divisions to gain a more comprehensive understanding of the true workings of the organization.

OC # 19: Overall, it gives me real world practical experience of what it is like to work in the OD field. This has been beneficial because it has allowed me to evaluate if this is something I would like to do as a career choice, but also the types of situations I would be working in.

The following example explained the case of a career transition during mentoring experience.

OC # 22: I have over 11 years of experience in human resource management (HRM) and would like to transition to a career focused on OD. Although part of my responsibilities in previous jobs has been to implement different OD interventions, this has only been a portion of my job. In order to develop my skills further as an OD practitioner, I felt it was important to discuss the role of the OD practitioner and ask for tips on being successful.

The additional example unfolded the networking and affiliation with professional organizations in determining a right career choice.

OC # 26: The mentor has helped me to better understand career paths and provided me with connection into the “OD world.” The mentor is a member of the Board of Trustees of the Organization Development Network and she has connected me with the network. She has encouraged me to become involved and network with others in the profession. She has also

encouraged me to set career goals and start pursuing opportunities outside of the master's program. She and I have forged a lasting relationship that will extend beyond this course. The experience has been very fruitful and enlightening.

Vision for personal life

The other portion, which connects well with mentee benefits, is vision for personal life. Primarily, this was observed in reflection on their experience and influence on personal thinking. A total of 15 chronicles out of 30 voiced support for this benefit. Mentees mentioned that mentoring experience helped them to evaluate their current and past experiences. The connection found in athletics in the similarities between coaching sports and that of OD, as well as in social work in the similarities between the therapeutic relationship, its phases, and diversity.

At the same time, a couple of mentees mentioned the connection with their readings from psychology classes and some other literature.

The following are few examples from the OD Chronicle:

OC # 4: This was a good learning point for me because in my experience (which has not been direct OD experience) the organizational support and/or ability to push back has been lacking and it was comforting to know that in more organized situations there is more support for what you do (which makes sense if you have a dedicated OD department).

OC # 7: The mentor encouraged me introspect my experience to understand how power, information, knowledge and skills, and rewards can be key enablers in setting holistic platform for quality management and employee involvement.

OC # 12: As an athlete, I wanted to know how coaching could be applied to OD. I have been coached my whole life through sports. We considered the similarities between coaching in sport and coaching in a professional work environment. My mentor suggested that I begin to

recognize the coaching strategies and methods used by my coaches and applying how those could be used in OD practice.

OC # 22: As I mentioned before OD interventions have been only a portion of my roles and responsibilities in my previous jobs, additionally I have only managed the implementation phase. It was a wonderful experience being able to have such an open conversation about both my experiences and my mentor's experiences, as I was able to see the journey that he has gone through to be at the level he is now. That has given me insights of the many experiences I still have to go through to get to that same level of expertise.

OC # 26: I was surprised to hear my mentor speak about Elisabeth Kubler-Ross. I am familiar with her material from my psychology classes in my undergraduate degree but I would not have thought to consider the death and dying process for individuals dealing with change within an organization. I found this to be very interesting! All change, even change experienced on the job, involves a feeling of loss. The grieving process is very similar to the process of dealing with personal loss. OD practitioners who have this knowledge can be more effective in managing change and overcoming resistance

OC # 26: They are considered the "go-to" people. I relate these informal leaders, to whom Malcolm Gladwell calls the Connectors, in his book entitled, *The Tipping Point*. Connectors are the individuals who seem to know everything about everyone and are "connect" and introduce people to each other.

OC # 16: I am truly looking forward to beginning this journey and I know I will now have one more person I can rely on as I develop my career.

Mentoring experience also impacted the mentees' personal thinking and motivation. This was found in the positive effects on mentees' personal lives, which was expressed in description

of an inspirational journey of an OD mentor, self-reflection, self-awareness, self-development, mental and physical health (fitness), and personal growth. This impact is supported by following examples:

OC # 26: I was presently surprised by the amount of self-awareness and self-development that is necessary for OD consultants to really be effective. I have done this type of work before but I will continue to maintain my mediation and journaling practice. It is refreshing to know that OD is a “heart centered” approach to business! One of the things I learned from interviewing my mentor is the need to look inward and to maintain good health (mental, physical, and emotional). Staying healthy involves physical exercise, relaxation, and reading, meditation, laughing, and enjoying life.

OC # 21: I found the mentoring program to be very valuable. My mentor is very enthusiastic and passionate about OD and that helped build my enthusiasm. She provided answers to questions I hadn’t even thought about. The knowledge sharing made the learning very personal. This part of the course really benefitted.

Mentor Interviews

The second analysis during the research study was for mentor’s interviews. The researcher approached 13 mentors who mentored between 2009 to 2012. The mentors selected for the study had a mentoring experience with a minimum of two HRD students. The thesis proposal, researcher’s role, and a description of the OD chronicle assignment were sent to the 13 mentors with the email invite. (Appendix A). Out of the 13, 10 mentors agreed to participate in the research study. Then the second email (Appendix B) was sent with consent form (Appendix C), researcher clarified their questions regarding consent form and then it was signed and returned to the researcher. Out of 10, eight participants agreed to have their interviews recorded

and the other two preferred note taking during the interaction. Nine of 10 mentors preferred, interviews via telephone and one preferred face to face. The mentors were coded as M1, M2...M10. The table 3, 4, and 5 contains the demographic information of the selected participants.

Table 3. Personal Education of Mentors

Education Level	Number of Mentors
Bachelor's Degree	1
Master's Degree	8
Doctoral Degree	1

Table 4. Work Experience of Mentors

Work Experience (In Years)	Number of Mentors
10-15 Years	2
16-21 Years	3
22 Years plus	5

Table 5. Number of HRD Students Mentored

Number of HRD students mentored	Number of Mentors
2-5	7
6-10	2
11-15	1

The 10 interviews were conducted employing standardized and open-ended questions. The participants were all asked the same pre-constructed set of questions from the interview guide (Appendix D). Before sending first email invite to the sample participants, The Institutional Review Board (IRB) reviewed the thesis proposal, consent form, interview questions, prompts, and protocols. All the necessary corrections were made in the consent form as guided by IRB. After receiving the approval (Appendix E) from IRB, the pilot study was conducted. The mentor selected for the pilot was unrelated to the sample. The questions, prompts, and protocols were not altered based upon the comments of the pilot study participant. Then the interviews with sample participants were conducted. The recorded interviews were transcribed. For the other two interviews, notes were taken. The transcripts and notes were sent to the participants for their review. As participants resonated with the data, no change was made in the transcript. The analysis of interview transcripts and notes provided following results and were helpful in unfolding information for research question 3.

Research question 3. What are the mentors' perceptions of the mentoring experience?

Interview questions

Guiding question 1. What were your initial reactions of the mentoring experience?

- a. Where you surprised by the questions asked by the students?
- b. What was the most interesting concept (s)? Why?
- c. What did you think about the students' understanding of the OD concepts?

The question one was a warm-up question, which was constructed to set up the tone for the conversation. In addition to this, this question was intended to capture initial responses of mentor when mentee approached them at the very beginning.

All the participants – that is 100% of the sample – confirmed that they had different experiences with different mentees. The participants classified their mentees into two categories (a) mentees with academic inclination and (b) mentees who were willing to look at this assignment beyond the academic requirement. Regarding the initial reaction of the mentors when mentee approached them for the first time, eight of the 10 participants were positive. The words they used to describe their initial reaction were ‘flattered,’ ‘interested,’ ‘excited,’ (two mentors used this word) ‘opportunity,’ ‘positive,’ ‘meaningful,’ ‘pride,’ ‘kudos,’ and ‘privilege.’ One reaction was neutral and the other one was slightly negative – ‘not clear.’

Support:

M1: I found one of the early students were not that structured. They were just doing assignment and not actually learning. That was a bit of surprise for me. However, other students were well-versed with OD. However, for some students, it was the initial class. It showed in the way they were thinking about this.

M3: I was flattered to be selected as a mentor; someone qualified me as a mentor. Flattered was the first reaction I had and same with each interaction. The second reaction interested as I have a genuine interest for student to succeed. I tried identifying what mentee wants from the relationship and tried to keep up those expectations.

Guiding Question 2. At the end of the mentoring experience, did your initial perceptions change?

- a. If yes, how did they change? What triggered the change?
- b. If no, why?

The purpose of this question was to understand if a change in perception by the mentor had occurred at the end of the mentoring experience. This question helped to understand the

drivers for the perception change in the perception and the reasons if the perception was unchanged.

The results for this question continued with the trend received for question number one. All of the 10 mentors witnessed two sets of mentees (a) mentees with academic inclination and (b) mentees who were keen on learning beyond academic assignments. The initial perception about the mentoring perception was fairly consistent with eight participants throughout the experience. It is supported by one of the responses as:

M3: Well, I do not see that my perception has change. I think is it the same because I really felt the students were engaged, what we were focused upon. For example with one of mentoring students I met with she already applies what I do, so I was able to speak with her at much more specific level and the application of knowledge and for another student that have with me he works in a sales/retail environment. In addition, my approach was different for that conversation.

The perception of two mentors changed. This change was from neutral to positive for one of the mentors and from slightly negative to positive for the other mentor. The perception was changed to positive because of the mentee's sophisticated approach and maturity. Two mentors also described transition of their mentorship from a mentor to a problem solver. This is supported by following example,

M5: First, one I worked with, we had phone conversation and then we met twice. Then there was not really a wrap up to it. Therefore, that was kind of. Second woman who reached to me we had phone conversation and then met couple of times and she even had a follow up after her class presentation and so forth. Therefore, that was really good.

Guiding Question 3. Do you feel that the mentoring experience is helpful to students?

- a. Yes, what changes did you observe?
- b. No, why?

This question was asked to understand what changes mentor observed in mentees during the interaction.

All the 10 mentors confirmed that the mentoring experience was helpful for the students and improvement was seen from the beginning to the end of the interaction. Two mentors observed change in mentees as ‘moving in different direction.’ The other two mentors talked about ‘improvement in quality of interactions.’ One of the mentors highlighted three changes as (a) understanding concept in detail, (b) becoming knowledgeable for career choice, and (c) applying the mentoring experience to their current job if they are working. Two of the mentors also highlighted the importance of increase in comfort level of the mentees during the interaction with time. There was also an increase in cultural responsiveness, when international mentees approached the mentors. One more change mentors talked about was “change in framing questions” during the interactions. This is supported by a couple of the responses:

M1: When linked with peculiar question or point of view they are trying to work on I can see there are few my star students from mentoring perspective, those who come with a question and then we have a dialogue then they are able to think and can move into a different direction. Those are the one really benefited.

M5: Well we do not get the lot of time to spend; it is hard to see any difference. However, I think framing of their questions improved based upon what they wanted to focus upon. So I think the conversations became much more defined in second, third meeting as compare to the first meeting.

Guiding question 4. What strategies did you use to facilitate the mentoring experience?

- a. Did students lead through questions?
- b. Was there follow-up via email?
- c. Did you share materials?
- d. Were there site visits to your organization?
- e. Which strategies did you find helpful, why?

This question was intended to discover which strategies were used by mentors to facilitate mentoring experience. The question also prompted to understand which strategies were helpful in creating meaningful learning experience.

All the mentors preferred use of 'mixed strategies' to facilitate the discussion with mentee. Face to face discussion, electronic communication, and telephone interaction were the common methods used by all the mentors. In addition, one of the mentors used personality assessment test for the mentee and recommended couple of books for reading. The other mentor delivered a presentation with his team members to the mentee. One of the mentors also used flip chart and white board to explain OD models. The sharing of experiences and giving of examples were preferred by all the mentors. In order to reinforce the learning all the mentors also shared resources, tools and material with the mentee. Seven out of 10 mentors confirmed that leading through questions, informal face to face sessions like lunch and learn, or meetings over coffee are the ideal settings in which to facilitate this discussion. The following examples appropriately describe these strategies,

M4: I think that the first and foremost approach I would recommend is that varying the approach you use to communicate with your mentee. One approach may not give you much out of the experience.

M5: I was sending them out the resources that they might not know. I think what really valuable is as a practitioner you can introduce them to a whole source of professional communities which are beyond academia.

Guiding question 5. What did you like the most about the mentoring experience?

a. What did you like the least?

The above question was asked during the interview to capture specific feedback from the mentor about their overall mentoring experience. This question helped to find out what issues were on tops of their mind, which they liked the most, and what they liked the least about mentoring experience. A few insights from mentees are captured as follows:

M3: What I liked the most is to help other to succeed. My expectation is to go into the role as I have some kind of an influence on the students; in a way that they know that, they had a positive experience with the HRD program but also with me as a mentor.

M3: You know sometimes I wish it should really have a more time. There are some students who want to meet minimum requirements and then we make most out of those interactions. I think it will be great the students had more tangible assignment where they needed to leverage their mentoring relationship it can engage them in a real life project kind of scenario, the real project with some third party company.

Table 6 and table 7 provides summary of all the responses.

Table 6. Most Liked Feature of Mentoring Program

Most liked	Mentors
Thinking and cognitive refreshment	2
Student getting motivated	2
Sophisticated and organized approach	2

of student	
Being part of other's development	3
Appropriate closure	1
Connection with University	1

Table 7. Least Liked Feature of Mentoring Program

Least liked	Mentors
Awkward ending	2
Short duration and assignment was cramped up	6
View of the students limited to assignment	3
Lack of structure	2

Guiding question 6. Was the mentoring experience helpful to you?

Yes, in what ways? What were the triggers?

- a. No, why?
- b. Would you recommend this activity to other mentors?

This question was directed to gauge what benefits mentors gained out of mentoring experience.

The results showed that 100% of the sample concluded that mentoring experience was useful to them. In addition to this, all of them confirmed that they are willing to recommend this activity to the other mentors. Five of the mentors shared that mentoring experience served as thinking booster, refresher and provided opportunity to reflect on their own experience. Three of the mentors emphasized that they were able to get an international exposure and cultural interaction as a benefit from interaction with international students. Two of the mentors used the

mentoring experience to rejuvenate their interactions with client, stakeholders and to develop new models. Mentoring was also helpful to appreciate what curriculum the University is offering and it was a learning opportunity for two of the mentors. Three of the mentors benefitted by interacting with young generation and keeping up with new trends. These mentors also took feedback on their work from mentees. One of the mentors hired the mentee and this process was helpful for talent acquisition. Two of the mentors concluded that they found this experience as ‘self-fulfilling’ and motivating. These observations are supported by following examples:

M3: Yes, definitely it helped me to understand what I generally do in a context.

Therefore, for me having a mentee is really a great way rather where I think to take step back and think what I would do. I can do the same for my clients and my internal stakeholders.

M4: I would recommend this to other mentors because I will tell them that they will fall in love with it. It is important for someone who is their 40s and 50s to get that fire and passion through this mentoring experience. That is money for me.

M7: I was actually presenting at that time for the external conference, and had slides for that and took her perspective. Therefore, this is not just one way. Hey, how can I make this presentation better? I would like to share my thoughts with HRD program.

Guiding Question 7: In your perception was the mentoring experience an effective learning tool for students?

- a. Were students engaged?
- b. Did students’ perceptions of OD change? Yes, what symptoms did you see?
- c. Did you experience a link between theory and practice during the mentoring?
 - i. Do you have examples?

The OD Chronicle assignment is a learning tool used by the instructor of the graduate course of Organization Development at University of Houston. This question focused on the same theme. This question assisted to understand how mentors view mentoring as an effective learning tool. In addition, prompts revealed the link between theory and practice.

Results confirmed that all the mentors view mentoring exercise as an effective learning tool. At the same time, three mentors also added that it would be helpful only when students are cognizant about their role and expectations from this assignment. One of the mentors also shared that if the student is keen on pursuing the career in the area in which the mentoring is focused, then mentoring becomes more effective as a learning tool. All the mentors shared different examples in order to establish a link between theory and practice. These examples include, comparison of business development with Organization Development, sharing specific examples, projects and snapshot of experiences, and constraints while applying theory to practice.

Support for this experience is illustrated in the following examples:

M1: Yes, it is an effective learning tool. And again with the caveat we been discussing here is the whole notion that the mentoring is not a general knowledge about OD but come with questions or point of view you want to test. That is really come as an academic mentoring program. Which is much more powerful, but when they just coming in and doing just a broad view then it is not much useful.

M4: We need to understand this is theory, and this is the reality, this is what happens in the real workplace, you have politics, you have budget, you have client constraint, people constraint you have all these constraints out there. It forces you to break the theory and rules, and take action. The mentor can help the participant that how do you break the rules, in right way.

Guiding question 8. What other benefits did students gain as a result of the mentoring experience?

- a. Network
- b. Job
- c. Others?

This was a specific question to understand what benefits mentors see for mentees out of this mentoring experience.

Support for the mentoring experience is captured in the following OD Chronicle entries:

M4: I think from the academic standpoint the value is for their cognitive development for studies, research.

M6: Two people I actually mentored and one of them I actually hired, because subsequently we had an opening, and I was kind of impressed with her and to consider her when the opening came up.

M1: I guess lot of them are using this as a networking tool for job opportunity. However, the real benefit is to get exposed to the thought.

Table 8 summarizes the different benefits, which mentors talked during the mentoring process – in order to help mentees connect with the benefits of seeking out a mentor.

Table 8. Benefits for Mentee from Mentor's Perspective

Benefits	Numbers of Mentors who confirmed
Networking tool	4
Job opportunity	4
Exposure to different thinking	4

process/cognitive development	
Career Development	3
Connection with professional organizations and communities	3
Safe place to share concerns and get guidance	2
Benefit for the University and faculty	1
Cultural comforter	1
Mentor as reference	1

Guiding question 9. Do you still communicate with your mentee?

- a. If yes, would you classify it as a mentoring relationship?

This question intended to address the mentoring relationship and whether it developed into a long-term relationship or not. The act of qualifying this mentor relationship captured the individual mentor's sentiments and insights about mentoring relationships in the form word or phrase.

The results showed that out of 10, nine mentors are still communicating with mentees. The mentor who is not communicating with the mentee shared that it was an 'awkward ending,' hence it did not materialize as a long-term relationship. The other mentors, who are still connected with their mentees, also pointed out that they are in touch with only those mentees who took initiative and were interested in learning more than academic concepts. Mentors and mentees interact with each other via, phone, email, and LinkedIn. All the mentors who still interact with mentees mentioned that their communication primarily happens on career guidance or any work related issue. Mentors classified their relationships as 'Collegial Relationship,'

‘Business Relationship,’ ‘Transactional Relationship,’ ‘Fast learning,’ ‘Coaching,’ ‘Sharing of experiences,’ ‘Two way traffic,’ ‘Friendship,’ ‘Opportunity to network,’ and the ‘Opportunity to connect theory with reality in a very safe way!’

Support for these perspectives are as follows:

M5: One of them I do. It is basically she initiated. I did not want to just to have an obligation of the assignment and mentee was keen in taking the relation forward. I wish still in touch through email (the second mentee). Not the first one. I will call the mentoring relationship as Coaching! It is an opportunity to coach.

M8: Yes, I communicate. I think mentoring relationship if I have to summarize or put a tag line or to position it somehow, I would say it is “Opportunity to Connect theory with reality in a very safe way!” That is the way I will look at it. It is safe for the students, as you are not going to be evaluated, you are not in class so it is a safe environment to connect.

Guiding question 10. What would you change regarding the mentoring experience?

This question was the concluding question and meant to elicit recommendations, suggestions, feedback, and areas for improvement from mentors in order to improve current mentoring experiences. A couple of examples are:

M4: So my recommendation is do not shorten the timeframe of the mentoring, yes mentee has to come with the list of questions, you have to have that stimulus, but if you can extend out that relationship, from the beginning to the end with increase in time it can give the opportunity to have the discussion on the multiple ways, I think that will strengthen the relationship and you get better information out of both the parties.

M7: Do not match mentees with mentors randomly, make it deliberate? You can get a list from mentees what topics they are interested in and see what projects mentors are doing and then match them.

Table 9 offers the summary of suggestions and how many mentors confirmed the same.

Table 9. Suggestions by Mentor for Creating Better Mentoring Experience

Suggestions	Number of Mentors
Need formal structure	10
Need to increase duration	5
The orientation for mentor and mentee	5
Need to expand the focus beyond academic	4
The mentor and mentee fit	3

The emergent themes.

The interview results helped to yield couple of major themes, which helped to provide a new perspective for research question 3. These themes are listed below:

Two different types of mentees.

The results confirmed that there are two types of mentees, (a) one whose focus is on completing the assignment, and (b) one who comes with a dual focus to understand the academic concepts and to learn beyond the assignment. This theme is supported by following evidence collected from the interview results:

M1: I found one of the early students were not that structured. They were just doing assignment and not actually learning. That was a bit of surprise for me. However, other students were well versed with OD.

M2: Total two experiences. Second, one was better. First - student was more concerned about grades than learning. On the other hand, second- student was very well prepared, focused and open to learn. (Notes from Interview # 2)

M3: Some of the mentees I worked with were in a role where they were applying an OD skill, but for some of the students it was purely an academic exercise.

This discussion confirmed that the students who restrict their approach to simply the assignment may not garner the complete learning experience. They lack the benefit of mentoring as a learning tool and generally end up in short-term relationship. Those who think beyond the assignment are still in touch with mentors. Mentors identify them as the true beneficiaries in this process, which is supported by following evidence:

M7: The first two did not meet my expectations, I do not think students learn very much nor I learned anything the third mentee who was outstanding, with her it was meaningful. It went into the deep level of understanding.

M2: If student is organized and prepared, then it makes easy for the mentor to participate.

M5: She was able to use in her presentation effectively and hopefully that gave her a chance to achieve what she was trying academically. If that circle is complete then whole cycle of the mentorship is also complete.

M9: I had two different experiences, one was keen in meeting, seeing me, discussing. The other I am really not very sure that what the person was thinking about mentoring means, it was more of check the box; this is what we have to complete the assignments. So the first one is still keeping contact with me after three years.

Positive view of mentors on mentoring experience.

The second prominent theme is mentors found this experience meaningful and helpful for them. Mentors used positive words like ‘flattered,’ ‘interested,’ ‘excited’ (two mentors used this word), ‘opportunity,’ ‘positive,’ ‘meaningful,’ ‘pride,’ ‘kudos,’ and ‘privilege’ to describe their initial reaction when a mentee approached them for the first time. For most of the mentors, their perception about mentoring experience remained consistent over a period of time, which is supported by observations of a couple of mentors below:

M3: Well, I do not see that my perception has changed. Or is it the same because that I really felt the students were engaged, what we focused upon.

M6: I would say it did not change. I am mentoring people, my career expands three decades. I view it through the prism of connecting academic to the practical. So my view is fairly consistent.

Benefits to mentors during this mentoring experience are classified as follows:

Received international exposure and cultural interaction

Three mentors talked about international exposure as a benefit of interacting with an international student. This exchange of cultural information was beneficial for mentors as well as mentee and is supported by following examples:

M2: Yes, the mentoring experience was helpful for the mentor. Mentor works in a global company and as mentee was from Egypt, mentor could get an overview/exposure to the international culture. (Notes from interview # 2)

M4: It is a huge factor as a culture that mentor should talk about while mentoring and not only a culture of a country but each organization has their own culture.

M8: Third thing is to reinforce how to adapt to different cultures of the students; it is not the same if you are mentoring to somebody from the different culture that is outside the USA.

Attained a refresher to their current work and provided opportunity to reflect on own experience

Five of the mentors confirmed that the mentoring experience provided them an opportunity to reflect on their personal experience. Some of the responses are:

M3: Yes, definitely it helps me to understand what I generally do in a context. Therefore, for me having a mentee is really a great way rather where I think to take step back and think what I would do. I can do the same for my clients and my internal stakeholders.

M9: It gave me opportunity to reflect on experience, context you are working in what have you learned about the experience.

This experience acted as a booster of thought for the mentors as captured in the following responses:

M1: This created a lot of thinking for me and that was wonderful. The other student also I had similar interaction (For OD) and really made me think on particular area.

M4: It allowed me to think through some of the questions she has asked., sometimes I used to think how am I going to answer that , what are some examples which I know in my career, that I can turn around and can give her as her experience and for her learning.

Helped in keeping with the current academic trends and thinking of young generation

Three of the mentors viewed this experience as a platform to reconnect with the current academic field, as explained by following examples:

M5: I think I learned what is that they are teaching today in the classroom. As now, I am not sitting in the classroom. So understanding about what is that they are talking about and their

groups, their teams and their projects in terms of OD. I also understood what are new concepts and theories and so forth. So it was a learning experience for me.

M8: Lot of learning first is to see what is outside now where and what is the University is focusing on, what are the trends, what are the new ways of thinking and the approaches, theories and tools. That was the huge advantage if you are mentoring.

Additionally the mentors also mentioned that they were able to generate new ideas from interaction with mentees.

M7: I was actually presenting at that time for the external conference, and had slides for that and took her perspective. Therefore, this is not just one way. Hey, how can I make this presentation better? I would like to share my thoughts with HRD program.

M9: I like to develop the models based upon what I discussed with the students because before interacting with students it had in my head but did not get an opportunity to reflect on that.

Acknowledged mentoring as self-fulfilling and motivating experience

Two mentors felt this experience was motivating. They enjoyed being a mentor and this involvement brought a self-fulfilling experience for them. This is supported by following examples:

M4: I will tell them that they will fall in love with it. It is important for someone who is their 40s and 50s to get that fire and passion through this mentoring experience. That is money for me.

M6: I think there is always a benefit, like you get some appreciation for mentees class and also the appreciation for their development for practical application

M8: You provide mentoring to students that is something giving back to the communities and school and to Universities and to college.

Benefits for the mentee from the mentor's perspective.

The third theme provided an insight about what mentors think about mentees' benefits during the mentoring process. These are the benefits for mentee as perceived by mentors. These benefits can be summarized as (a) cognitive development, (b) behavioral/soft skills development, (c) career development, (d) psychological/emotional development, and (e) ability to establish a connection between theory and practice. These benefits are explained and supported as follows:

Cognitive development

Four out of 10 mentors talked about the cognitive development as an outcome of mentoring experience for the mentee. They found this development majorly in the form of articulating better questions, change in the thought process, and increase in engagement during the assignment. This is supported by following responses.

M4: At the beginning, she was not really able to articulate the lot of differences but by the time we ended up to, we had a better conversation. She was then really able to articulate and recognize the differences between how OD exercise is in Taiwan and in that culture Vs. the culture in the United States.

M5: But I think framing of their questions improved based upon what they wanted to focus upon. So I think the conversations became much more defined in second, third meeting as compare to the first meeting.

M9: I think for one of the experiences I had yes there was a change and development to think differently or to recognize it is just more than the textbook.

M2: Mentor could see a growth in the student's understanding, thought process. The more engaged the mentee during the interaction, the more powerful is the mentoring experience and then is an effective learning tool. (Notes from interview # 2)

M6: Well I absolutely saw a deeper understanding unfold, and that is really appreciable for both the students who had understanding between theory and practical.

Behavioral/soft skills development

Three of the mentors witnessed a change in the communication, interaction, and an increase in comfort level during the conversation with the mentee. This change was positive with the progress in time. This is well supported by following examples.

M2: There was a noticeable improvement in the quality of interactions (from first to third meeting) with the student. (Notes from Interview # 2)

M4: With time when you develop that relationship with that mentor, I noticed that mentee gets much more comfortable and much more willing to have the conversation and a dialogue vs. kind of a Q & A.

Career Development

This benefit was common to all the mentors. Five mentors confirmed that this is a powerful networking tool. Four mentors also shared that this can be turned into a job opportunity. Additionally three mentors also highlighted that the mentoring experience can be helpful for the students to make better career choice and take right decision. Following examples demonstrate these findings:

M3: At one time, I really had an experience, where student was interested in changing the career. She wanted to see the real side of OD, which help her, make a better decision. As she get close to the graduation.

M9: I think for someone who is building the career in that line will have a great learning opportunity to interact with the mentor from the same field. That will be a valuable learning experience.

M2: Mentor and mentee did talk about job opportunities and career development. The most important benefit was this interaction helped the students to make a career choice in the field of OD. (Notes from interview #2)

M7: Career choices. My goal is everyone who gets out of the program is hireable. I could help the mentee, also give the input the faculty and help to make the curriculum.

Psychological/emotional support

Two of the mentors mentioned that mentoring act as a psychological support for the mentees especially during the cross-cultural interactions and also at the time of dealing with the complex situation.

Support for this observation is summarized below:

M8: In my case I am coming from Latin America, my parents were Hungarian so that is the European culture, I have worked as a consultant so the experience of moving from one country to other or one culture to other and how to navigate the landscape of the organization and reality that can help students and can be as a psychological help.

M9: I think now you are into the mentoring relationship, it has become a friendship and that will continue for a long time. That relationship will always have a strong foundation as a guide and a trusted advisor.

Able to establish link between theory and practice

All of the mentors confirmed that their mentee was able establish the link between theory and practice through the mentoring conversations. Mentors also added that the application of OD

models and personal examples shared by the mentor really helped the students to bridge gap between the classroom and the real world. The following examples explain this:

M9: So I think they start looking at things little differently, in terms of work context, understanding how model really applies.

M1: Yes, I have seen. For example when I met the student, we discussed about how we will apply the theory in real world that was the perfect example. application is important..

M3: I also see a strong link between theory and practice because students were asking me specific examples and projects, like how do I engage with client, how do I write reports to the client. I was able to share with them some examples how I take care of that.

M4: New practitioners takes time to bridge that gap, it takes time to learn how to bridge that gap. Mentors can talk to student and tell that here is what you can do and bridge the gap in the faster way.

M8: The students can see that something that they learned in the class, let's say change management model actually they can see the reality, and where company really want to focused., that might you do not need but that might be the situation of the company.

Recommendations to make this experience better.

The suggestions and recommendations provided by mentors are captured in this theme. These recommendations are classified as (a) time/duration to be increased: current time duration is not enough, (b) need orientation for mentors and mentees, (c) need structure, and (d) to help mentees to create a mind to view mentoring more than an assignment. This is summarized and supported as follows:

Time/duration to be increased: Current time duration is not enough.

Five of the mentors commented that the duration of the mentoring assignment is not sufficient, as discussed,

M1: The least helpful about this was many students leave this to the end and try to cramp all the meeting in last two weeks of the semester.

M1: Two or three weeks is not mentoring it is just feeding back the data!

M3: You know sometimes I wish it should really have a more time. There are some students who want to meet minimum requirements and then we make most out of those interactions.

M6: Least is the time duration. This may have a limited impact.

M:8: What I did not like at the most, sometimes it was too much to present in given time and not being flexible.

In addition to this, mentors also talked about increasing the duration of this assignment to 6-8 weeks or can be spread over a semester as mentioned:

M4: So my recommendation is do not shorten the timeframe of the mentoring, yes mentee has to come with the list of questions, you have to have that stimulus, but if you can extend out that relationship, from the beginning to the end with increase in time it can give the opportunity to have the discussion on the multiple ways, I think that will strengthen the relationship and you get better information out of both the parties.

Need orientation for mentors and mentees

Five of the mentors underscored the value of orientation for mentor as well as mentee before the assignment. They also added that this orientation will help both of them to connect well with each other. Some of the examples are:

M4: I also recommend little bit orientation for the mentee, beforehand, Teach them what that relationship is; give them a little bit of coaching, on how to get best out of your mentor.

M6: May be just one more thought for you to consider you know most of the students, when they came for the mentoring interaction, they fairly review the academic subjects but I think emotional intelligence is a piece which is not explored well. I really want to see the combination of that and you also need to understand from the business perspective.

M2: Love to know the connection with context, why mentee is approaching mentor. (In the form of an email/Webinar. (Notes from interview #2)

M4: Mentor should have a little about orientation like you can talk about the program, mentoring and connecting new mentors with the mentors who worked earlier.

Need Structure

This recommendation was shared by all the mentors as:

M7: I would like to see the more structure to the program.

M8: What I would suggest is to probably do a little formal on when and how many times to connect with the mentor. It is not just a half an hour call and answering questions.

Mentors mentioned the need of kick-off meeting at the beginning of the assignment:

M1: If I were to make a suggestion to the program, is that a similar the way we do it in my OD interventions class. They have an initial meeting for scope and that is to be presented very early (of the semester), then that will force students to start thinking using mentoring as a process not just a download.

M1: Yes, it should be or at least a scoping meeting at the beginning, something in the middle.. I really want that students should know about questions and learn about it. In the

beginning, we can really squeeze the questions out and clear on that.. and then they can start the research on that and can have more questions.

Mentors also highlighted the need to avoid awkward endings and the necessity to complete mentoring cycle as mentioned below:

M2: The least liked part was awkward ending. There is need to celebrate the last meeting. (Have lunch or coffee and conclude the discussion). Need to know the final outcome (OD Chronicle) at the end of the semester. (Notes from Interview # 2)

M5: Well the most is that I spoke the earlier, was the with this last young woman (second mentee) we had a complete cycle completion for mentoring. Even after her presentation, after her class, she shared it with me.so I was happy to see there was closure.

M8: I liked it the most when in the meeting when student came back, they said I tried that, it worked or I tried and this is what I learned, that feedback of going and trying was good.

M8: My second suggestion is that the student must share and present the feedback in a short concise and not more than two pages presentation to us and also with the class.

Mentor gave a suggestion to see the fit between mentor and mentee before the allocation of mentee with the mentor as:

M7: Do not match mentees with mentors randomly, make it deliberate. You can get a list from mentees what topics they are interested in and see what projects mentors are doing and then match them.

Encourage mentees to create a mindset to view mentoring as more than an assignment.

Four mentors supported the idea that mentees should be encouraged to view mentoring more than academic focus as mentioned in the following responses.

M5: The thing which I liked the least is that kind of you left wondering do they still want to be in touch with you as a mentor or it was just an assignment.

M9: What I liked the least is initially students only come up with compartmentalized or assignment-based view.

M5: I touched on earlier I really think the important is that is completing the full cycle that when the mentee approaches/initiates the mentoring process until the closure of the discussion. It should not be treated as just an assignment. This can be treated as networking or a coaching or a collaboration but complete the circle, follow up and let the mentor what came out of the conversation. So mentors will not feel like there was just an assignment.

M7: What I am recommending is something more than a mentoring assignment and something less than an internship.

Thus, chapter 4 provided useful information, insights, and emerging themes as a result of analysis of OD chronicles and interviews with mentors. These results helped to explain answers related to the research questions in chapter one.

Discussion, Recommendations, and Conclusion

The purpose of the current phenomenological research was to explore mentoring experiences of mentee as well as mentor within an introductory graduate organization development course. The literature review discovered the significance of mentoring in higher education field and presented multiple benefits for the mentor and mentee. However, the scarcity of research relating to mentoring in HRD courses gave stimulus to this study. Review of OD chronicles and individual interviews with mentors supported the investigation of the phenomenon during this research. The review of OD chronicles helped to get insight into mentees perception about mentoring experience. In case of mentors, pre-structured interview guide with 10 questions and prompts helped to capture their perceptions. The goal of the OD chronicles review and interviews with mentors was to provoke responses and reflections of mentee and mentor, which in turn facilitated the discussion on the phenomenon from their viewpoint. This phenomenological analysis offered thoughts, beliefs, attitudes, and perceptions of mentor and mentee during the mentoring experience within an introductory graduate organization development course.

Chapter 4 provided a detailed analysis of OD chronicles and interview results. The outcomes of these results were presented in the form of emerging themes. The emerging themes represent the thoughts, beliefs, attitudes, and perceptions of mentee and mentor. In chapter 5, discussion, recommendations, and a conclusion is presented for the current research study. The discussion section has provided detailed answers to the three research questions. This section also provided relevant connections with literature review and specifically with Nora and Crisp's (2007) mentoring framework. The chapter further added recommendations for creating meaningful mentoring experiences in academic settings. These recommendations are based upon

the findings of this research study. The chapter is concluded by stating limitations of the study and implications for further research on the phenomenon.

Discussion

Research Questions.

The current study of exploring mentor and mentee experiences within a graduate organization development course was guided by three research questions. The three research questions were the foundation for this study and directed the findings for this study. The data and the findings from the research study were able to provide comprehensive and in-depth answers to the three research questions.

Research Question 1.

The first research question of the study was: How did the mentoring influence the learner's understanding and or application of course concepts?

This question was essential to understand which OD concepts were targeted. How mentoring experience influenced the conceptual understanding and development of the mentees. The analysis of the data was able to provide concise answer to this query. Mentees comprehensively discussed OD concepts in the form of types of OD interventions, OD process, and best practices employed by OD practitioners in current OD field. This is well connected with the study by Kreber & Cranton (2000), which provided three types of mentee's reflection, (a) content reflection, (b) process reflection, and (c) premise reflection. Content reflection focuses on the description of the problem. Process reflection highlights the strategies of problem solving and the assessment of the adequacy of the efforts and the similarities and differences between current experience and prior learning. Premise reflection questions the merits and functional relevance of the question. Mentees confirmed in their reflections that mentors

provided them description of real life problem (content reflection), shared personalized and customized strategies (process reflection), and gave an analysis of what went well and what did not (premise reflection).

The choice of concepts also revealed that the mentees were keen in understanding not only theory, model, or concept, but application of OD in the real world. They attempted to explore how OD interventions are planned and implemented in the organization. They were curious about understanding how does the process of OD take place in real-life environment. Additionally they also revealed their urge for exploring the role of OD practitioner in detail. These finding and selection of concepts confirms that the students were inclined and interested in finding the connection between theory and practice.

The findings and themes revealed during analysis also connect with the area of adult development focused on cognitive or intellectual development. (Trotter, 2006). Hunt (1975) described cognitive development as conceptual levels with degrees in abstractness and interpersonal maturity. Hunt's developmental stages had four levels. The low conceptual level was one of concrete negativism, over generalization, and focused on personal need. The second level was that of categorical judgments, acceptance of a single rule, and reliance on external standards. The third level was one of awareness of alternatives and sensitivity to personal feelings. The fourth and final level showed a reliance on internal rather than external standards, working with others, and seeing events from multiple viewpoints.

Hence, the mentoring experience provided an opportunity for mentees to move from an abstract idea to formulizing a multidimentionary vision of OD concepts. This finding also interrelated with the study by Crisp (2010), who asserted that valid mentoring experience influences college students' decisions and thought processes. This indicates that mentoring

significantly predicted the degree to which students were socially and academically integrated. The results and findings also concluded that various mentoring strategies like sharing rich examples, explaining the application of OD models, and providing connections between theory and practice helped to bring change in the thought process of the mentee. One more link to the model proposed by Knippelmeyer & Torracco (2007) can be seen. The proposed model in higher education (2007) highlighted the continuous interaction of mentor-mentee. Once a mentoring relationship begins, much interpretation and reflection can take place throughout the process because of alternative solutions, strategies, and learning moments being postulated. This cycle can provide new needs, opportunities, or challenges to be addressed as part of the mentoring process. The current research finds that the mentees were able to reflect and interpret based upon the various personalized strategies and examples shared by mentors during the process.

Research Question 2.

The second research question of the study was: What are the mentees' perceptions of their mentoring experience?

This question was used to devise an understanding of how mentees viewed the mentoring experience. What were their motivations, inspirations, insights and beliefs about mentoring experience? This question was also supportive in terms of appreciating what benefits they gained out of this experience. The findings provided three different categories to conclude this experience as (a) academic relevance and conceptual understanding (b) career development insight, and (c) vision for personal life. This means mentees regarded this experience from academic and conceptual standpoint, as well as from their professional life. This experience served as a career insight and provided them a distinct perspective for their personal life.

Mentees could find connections between the textbook and class discussions with the real-life

examples shared by mentors. This benefit and perspective was widely discussed by all the mentees in the selected sample of OD chronicles. In addition to this, mentees were also able to establish the link between OD and other HRD courses. The career development insight majorly focused on right career choice, career transit, and networking opportunity for mentees. The third perspective about refining their personal thinking process, finding inspiration, and gleaning motivation from the OD mentor was also observed throughout the analysis. Though, these three main perspectives are in line with the mentoring benefits shared by National Academy of Sciences (1997), as mentoring helps to (a) optimize educational experiences, (b) become socialized into a disciplinary culture; and, eventually, (c) find employment, the present research provided an additional take on getting personal motivation and ability to create close connections between theory and practice. In fact, very few studies discuss mentoring as a tool to establish a link between theory and practice during literature review. For example, D'Abate and Eddy (2008) shared the importance of mentoring with respect to career development, networking, and the link between academic and business world. Furgeson, George, Nesbit, Peterson, and Wilder (2008) also emphasized the importance of networking and career guidance as an outcome of academic mentoring, especially when the mentoring was done by professional mentor. Thus, the research studies cited in the literature review were more focused on benefits related to career. However, as per results found in the current research, mentees gave equal importance for establishing the close link between theory and practice. Moreover, it is observed that career insight was an outcome between the discussion of theory and practice with mentors.

Research Question 3.

The third research question of the study was: What are the mentor's perceptions of their mentoring experience?

This question bore in mind the reciprocal nature of mentoring. The answer to this question was expected to provide the mentor's outlook and how it can be useful for creating a meaningful mentoring experience. The interview results were very rich and provided beneficial information, which allows for a complete full cycle of mentoring. Mentors mentioned two different types of mentees (a) students who come with academic focus and (b) students who come with a dual focus of academic understanding and learning beyond the academic concepts. This was an interesting finding. This outcome confirmed that the students who participate with the dual focus are the real beneficiaries of mentoring and are able to create long-term relationships with mentors. This association was not established during the literature review.

The additional results about mentor's positive perspective about mentoring and the way they see the benefit for them confirmed a couple of studies discussed during the literature review. According to the results, mentors stated couple of benefits as getting international exposure and cultural information, having the opportunity to reflect and refresh their knowledge, and keeping with current trends. Mentors concluded that mentoring was a self-fulfilling experience for them. This finding resonated with what Rawlings (2002) discussed in terms of benefits to the mentors. He argued that mentors get a revived view of his/her role; enhancement in job satisfaction; self-reflection; additional professional relationships; peer recognition; and a proactive role with regard to learning and development. In addition to this, Wright and Wright (1987) also shared that during mentoring, a mentor's academic and scholarly thinking is rejuvenated or provocatively stimulated. They pass on academic knowledge and experiences, which may involve research, teaching skills, and specific expertise. In spite of these connections and similarities with current research study, what is missing in the studies found during literature review is the piece of cultural and international exposure. In the current research study, mentors

viewed this aspect as very important as role of OD practitioner is becoming global and diverse with progress in time.

Mentors also talked about their perception of the benefits for mentees. They highlighted these benefits as (a) cognitive development, (b) behavioral/soft skills development, (c) career development, (d) psychological/emotional development, and (e) ability to establish a connection between theory and practice. These findings also resonated with the benefits that surfaced during the literature review. In addition to this, the benefits presented by OD chronicles as a reflection of mentees during the present research connected with mentor's perception regarding mentee benefits. However, mentors offered broader view on mentees benefits. Cognitive development and behavioral or soft skill development of mentees are two extensions of development that one can make in this discussion. Mentees were able to create a link between theory and practice, an observation discussed by both mentors and mentees, but was not discussed in depth in research studies during the literature review. This endorses what Knippelmeyer and Torracco (2007) asserted – that that even though mentoring has been around for decades, the definitive advantages are still being discovered.

Connection with Nora and Crisp (2007) mentoring framework

This study is guided by Nora and Crisp (2007) mentoring framework. This framework was chosen as it was very close with the research inquiry for this study. The conceptual framework explains that the mentoring experiences of college students are comprised of four closely related forms of support that collectively form a holistic support system as (a) psychological and emotional support, (b) degree and career support, (c) academic/ subject knowledge support, and (d) the presence of a role model. Students may experience these forms of support in or out of a formal mentoring program or from one or more persons in the student's

life. When this framework was compared with the results of this study, similarities as well as differences were witnessed. All the four benefits that is psychological and emotional support, academic support, career insight and presence of role model were perceived by mentor as well as mentees during the mentoring experience. However, based upon the purpose and findings of the current research study, Nora and Crisp (2007) framework presents only a one-sided view – the benefits of the mentees. The current research study is guided by the definition by Johnson (2007). Mentoring is a personal and reciprocal relationship in which a more experienced, (usually older) faculty member acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) student or faculty member. Thus, this research believes that reciprocal relationship is important and views mentoring relationship from the mentee as well as from the mentor position. Hence, it can be concluded that the dimension of mentor's perspective or benefit was not included in Nora and Crisp (2007) framework. In addition to this, there are three additional benefits for the mentees, which were found in Nora and Crisp (2007): (a) mentee cognitive development, (b) mentee ability to establish a link between theory and practice, and (c) the behavioral or soft skills development of the mentee. Based upon these findings, the new conceptual framework on mentoring as an instructional approach is emerged during this research study. This framework is based upon the academic mentoring model of Nora and Crisp (2007) in OD context. Refer figure 1.

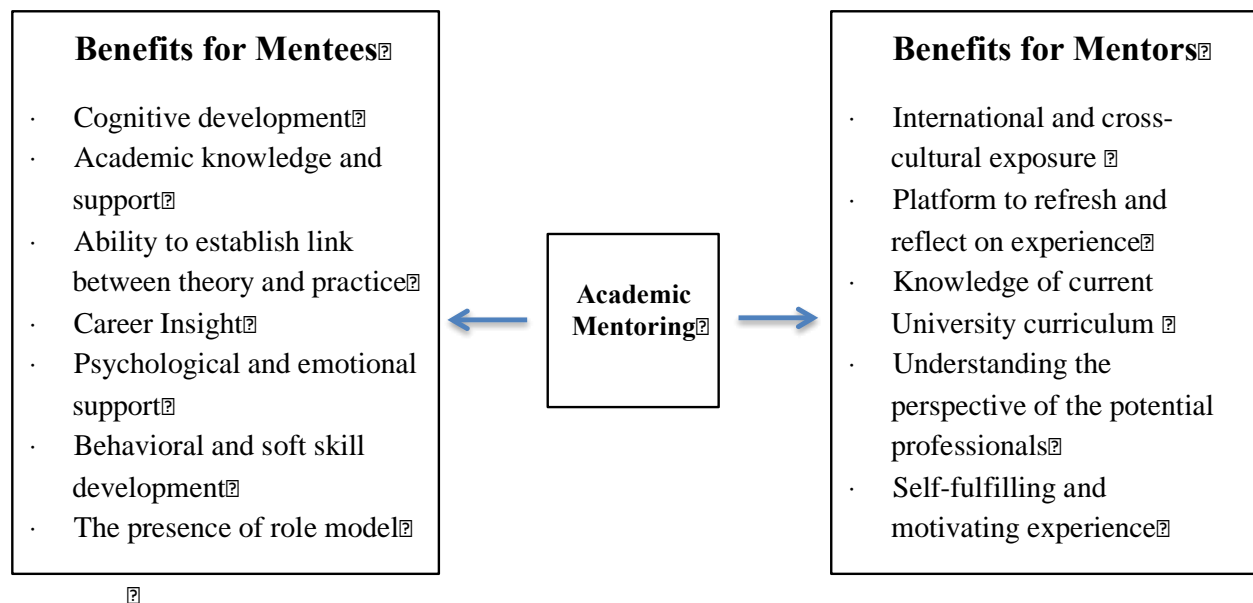


Figure 1. Framework of Mentoring as an Instructional Approach

Recommendations

It is important for academic institutions to acknowledge the value of mentoring and to incorporate this dimension of professional responsibilities into academic programs (Kreber, 2009). The limited research in the field of academic mentoring provided the motivation for this study. As stated in chapter one, this research aimed at providing instructors with knowledge that they can use to customize mentoring assignments in HRD programs. Furthermore, this research was also intended at offering insight on how to create learning experiences that integrate academia and business and industry. Hence, this section provides recommendations to create meaningful mentoring experiences within graduate organization development course. These recommendations are based purely upon the findings acknowledged during this study.

This research study recognizes the value of mentor as well as mentee to create fruitful mentoring experience. Keeping in mind the significance, value, and contribution of both

participants, the following suggestions are offered in order to create win-win mentoring situations for both the mentor and mentee within the graduate organization development course.

Need to create a deeper and stronger mentoring relationship.

Results and findings suggested that the current mentoring assignment is more of a distant relationship. It is of short duration and too limited in scope to adequately capture three academic concepts. However, interactions with mentors pointed out that this opportunity can be explored inside of more than three academic concepts, can become a powerful learning tool, and can develop into an ongoing and deeper mentoring relationship. This is well supported by the mentoring relationship cycle explained by Kram (1983). He stated that although the length of relationships may vary depending upon the form, there are typically four predictable, yet not fully distinct, phases. An initiation phase begins the process in which the relationship begins. Next, a cultivation phase launches where the relationship reaches to new levels; individuals continue to test the career and psychosocial functions that one another can provide. Following, separation occurs which allows individuals to regain more autonomy. Finally, the last phase is redefinition. The relationship takes on a new style, or ends completely. Thus, this research recommends that conscious effort should take place in order to initiate and nurture the deep relationship between mentor and mentee for the OD chronicle assignment in graduate course of organization development.

Need to create mentor-mentee fit.

D'Abate, and Eddy (2008) proposed a model of factors that influence the success of mentoring relationships. The model has four critical elements for mentoring program success that is participant matching, preparation, interaction and outcome assessment. The participant matching addresses the initial pairing of mentees and mentors. Mentor-mentee similarity and the

interpersonal comfort that comes from a good match have been found to be key predictors of the success of assigned mentoring relationships. (Allen, Day, & Lentz, 2005; Ensher & Murphy, 1997). Hence, this study recommends creating a mentor-mentee fit before initiating the mentoring relationship. The findings for this study concluded that if the interest level of mentor and mentee ties well with each other, then it helps to create a better interaction and an influential mentoring experience. It is recommended that the allocation of the mentees should be done deliberately with the mentors. Criteria for mentee (career interests, length of experience in HRD program, and prior or current work experience) and for mentors (current projects, experience in OD field, and prior mentoring experience with HRD graduate students) can be used as key indicators to successfully match the mentor and mentee.

Orientation for mentor and mentee.

Participant preparation during mentoring means providing orientation or training that is setting expectations, preparing participants for their new roles to newly selected participants. This helps to ensure the effectiveness of the mentoring and minimizes the possibility of problems and conflict during the mentoring relationship. (Allen & Poteet, 1999; Gaskill, 1993; Kram, 1986). Thus, orientation for the mentor and mentee can prepare both of them to develop this relationship. Likewise, this research recommends the orientation for mentor as well as mentee before the starting of the assignment.

Program objectives, deliverables, and their roles should be explained to the mentees by the instructor. This orientation should also highlight various benefits mentees stand to gain out of their participation in this experience. This would help to encourage them to commit to this assignment seriously. The orientation for mentees should also underscore the need for preparation by the mentee before each interaction with the mentor.

Mentors should also get an orientation. A small online presentation or a webinar can be delivered to the mentors before the assignment. This orientation should help them to understand the assignment, their role, the value of their mentorship, and what benefits they can gain out of this experience. This presentation can also suggest them importance and use of different mentoring strategies to facilitate the discussion. This exercise is expected to set the context for future interactions of mentee and mentor.

Need to build a formalized structure for the assignment.

This mentoring assignment is an example of informal learning. The strategies or approach for executing the assignment can be informal. However, in order to bring better planning, organization, and to optimize the mentoring experience, there is a need to establish a formal structure for the assignment. Structured mentorships are individualized and customized to meet specific professional objectives. This helps to build business-critical core competencies, to accommodate personal interests, to develop corporate and political know-how, to build knowledge networks, and finally can create strategic alliances – not all of which would be possible in more traditional instructional settings. (Arango, Han & Rousseau, 2006). Additionally, Montiel (2009) underscored the need for a structured mentoring program. He explained that mentoring is most effective when it is supported through a properly designed comprehensive structure.

Hence, the assignment should be shared with the mentees at the very beginning of the semester. This process will help to clarify the goals for the mentees. The assignment should establish 3-4 check points, which will create a requisite for the students to update their instructor about the progress of the assignment. The assignment should not be limited to three meetings and to three OD concepts. The assignment can be extended to more than three concepts and one

real-life case or scenario from the field of OD. The mentoring experience can be distributed over an entire semester (6-10 weeks). All the mentees should be encouraged to conduct their first meeting with their mentor in a face-to-face format. This meeting can be regarded as kick off meeting and expectations sharing should happen between mentors and mentees during that time. This meeting should also include goal setting for the assignment. The third critical element of the mentoring model proposed by D'Abate, and Eddy (2008) is an understanding of interaction characteristics of the participants, and the fourth element deals with measuring the impact of these elements on the success of mentoring. Hence, the mentee should avoid abrupt ending of the assignment. At the end of the assignment, mentees should share a brief report or a presentation with the mentor. Mentees should make sure about appropriate closure to this experience.

Invite mentors for seminar.

Ragins, Cotton, and Miller (2000) asserted that the quality of the mentoring relationship attributes to the success of the mentee. Therefore, this demonstrates the necessity to develop superior mentoring programs. As a part of achieving this goal, quality of interactions between mentor and mentee can be enriched and network can be expanded by inviting mentors to the University. At the end of the semester, when mentees share their reflection on the mentoring experience in the class, the mentors who are willing to participate can be part of this activity. Mentors can participate in the round table discussion. This will help to create networking and sustainable mentoring relationships for future.

Mentor-mentee data management.

D'Abate and Eddy (2008) recommended that for continual success in academic mentoring program, data collection, feedback and analysis are required. Thus, mentoring in academic settings can address career development, networking, professional development, and

personal identity characteristics. Hence, it is recommended that each semester demographic details of mentor, project/ concept details, number of students mentored should be recorded. This data would be useful for matching mentors and mentee in future.

Implications for Future Research

As shared in the significance of the study, the research and application of academic mentoring is fairly limited. The current research study focused on capturing mentor as well as mentee's experience in a graduate level Organization Development course. This study can be extended to exploring mentoring experiences in different education fields like business, medicine, technology, engineering etc. This study can bring different drivers in different education fields, which motivate mentor and mentee to participate in the mentoring assignment. In addition, the comparison study of mentoring for different education field can bring similarities and differences in academic mentoring practice. Furthermore, peer-peer mentoring also can be explored as an option for learning within an academic field. The larger goal of the research in academic mentoring should be directed to acknowledge and identify mentoring outcomes and promote mentoring as a learning tool to the larger extent.

Limitations

This is a phenomenological qualitative research, which explored the insights and perceptions of mentors and mentees who participated in mentoring assignment within graduate Organization Development course. Though every effort was made to gain a complete understanding of the phenomenon, the study is not without limitations.

The first limitation of the study was that its focus was directed towards the mentoring as an instructional methodology as part of a graduate course in a human resource development graduate program. The study involved resultant data of student's assignment work and individual

interviews with mentors. The study was largely dependent on the accuracy, themes, and information presented in the OD chronicles and interview results. In order to minimize this limitation, the researcher tried to provide quality-rich and in-depth description of the evidences in result section. Additionally inter-rater analysis with the thesis advisor was conducted to finalize the themes and bring reliability and consistency to the results.

The second limitation was that the researcher herself participated as a mentee when she enrolled in the Organization Development course in fall of 2011. Hence, the limitation was that researcher could bring her personal experience, bias, and assumptions to the current research study. However, the researcher attempted to reflect carefully on mentoring and endeavored to support those experiences and perspectives to understand mentor and mentee's viewpoint and reflections.

The third limitation was that the recommendations are based on the findings and can be limited to the perspective from Organization Development course. Hence, exploration of mentoring experiences from the other education field is recommended. However, relevant connections of the results with the studies discussed during the literature review encourages the transferability of the current research study to other courses in HRD program and other academic fields.

Conclusion

Academic mentoring is a powerful learning tool and can be beneficial for the mentor and mentee. Current research concluded that, the mentoring experience influenced positively to the learner's understanding and application of course concepts. The concepts chosen by the mentees involved topics related to process orientation, types of OD interventions, and best practices employed by OD practitioner. The mentoring experience brought change in the thought process

of the mentee. The mentoring experience offered the alternative perspective to the mentees and allowed them to actively assess their own understanding of OD. This change in thought process of mentees allowed for realization that the nature of OD is not linear, but instead organic. The change in the thought process was an outcome of various mentoring techniques facilitated by mentors like sharing rich examples, explaining the application of OD models, and providing connections between theory and practice. The mentees viewed this experience positively and concluded that they gained benefits out of this relationship. These benefits include (a) academic relevance and conceptual understanding (b) career development insight, and (c) vision for personal life. The mentors who participated in the study concluded that there are two different types of mentees those who (a) focus on completing the assignment and those who (b) come with a dual focus of academic understanding while learning beyond the assignment. It was also evident from the findings that the students who participate with the dual focus are real beneficiary and able to create long-term relationship with the mentors. Like mentees, mentors also found mentoring experience positive and mentioned couple of benefits they received out of this experience. These gains include (a) received international exposure and cultural interaction, (b) attained a refresher to their current work and provided opportunity to reflect on own experience, (c) helped in keeping with the current academic trends and thinking of young generation, and (d) acknowledged mentoring as a self-fulfilling and motivating experience. Mentors also discussed benefits for mentees from their perspective. This was discussed from a broader perspective and these rewards for the mentee from the mentors' view can be summarized as (a) cognitive development (b) behavioral/soft skills development (c) career development (d) psychological/emotional development and (e) ability to establish a connection between theory and practice. Based upon the findings and as a result of the exploration of mentor and mentee

experiences during this study, recommendations are made to create better and more meaningful mentoring experiences for graduate organization development course. These suggestions include: (a) the need to create a deeper and stronger mentoring relationship, (b) the need to create mentor-mentee fit, (c) the need to have a formalized structure for the assignment, (d) the need to provide an orientation for mentor and mentee, (e) the need to invite mentors for seminar, and (f) the need to create some kind of mentor-mentee data management. Consider the Odyssey, the story where the mentor was a trusted friend of Odysseus. Odysseus entrusted his mentor with the care of his house and the education of his son. From this epic arose the use of the word 'mentor' as a wise and faithful counselor. Today, a mentor is someone who is a counselor and a teacher who instructs, admonishes, and assists a junior trainee or a student in attaining success. (Ramani, Gruppen, & Kachur, 2006). In addition to this, as stated by Johnson (2007), mentoring is a personal and reciprocal relationship, both mentor and mentee can be real beneficiaries in this process. Thus, this research concludes that academic mentoring is an effective instructional approach, which can help to achieve larger educational goal and can equip students to face challenging environment in the most efficient way and in an effective manner. This benefit will not be limited for the mentee but mentor will also reap rewards from the relationship.

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Appendix A

Email invitation to schedule an interview

FROM UH EMAIL ACCOUNT

Dear _____(name),

I am Mayura Pandit graduate student from MS-HRD program at University of Houston. I am investigating the nature and benefits of academic mentoring in the HRD program. My study's title is: Mentoring as an instructional approach in a graduate Organization Development course.

In the year _____(Specific year 2010/11/12), you mentored an HRD student at University of Houston. We would like to invite you to share your mentoring experiences in a brief interview.

Please let me know if you accept to participate. As a result of participation, you will receive a copy of the findings and recommendations.

We would like to note that this project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204.

Looking forward to your response.

Thanks and Regards.

Mayura Pandit

Graduate student at University of Houston

Appendix B

Second Email with Consent document

FROM UH EMAIL ACCOUNT

Dear _____(name),

Thank you very much for your acceptance to participate in the Research Study.

In order to move ahead in the process, I am sending you Consent form and Research proposal.

(refer attachment). I would like to schedule a meeting/telephone call with you to take your sign on the Consent form. I will share detailed information about the research and clarify question if you have any during our conversation.

Looking forward for your response.

Thanks and Regards.

Mayura Pandit

Graduate student at University of Houston

Appendix C

Consent Form

UNIVERSITY OF HOUSTON CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: Mentoring as an instructional approach in a graduate Organization Development course

You are being invited to participate in a research project conducted by Mayura Kamalakar Pandit from the department of Human Development and Consumer Sciences at the University of Houston. The project is being conducted under the supervision of Dr. Consuelo Waight-Faculty Sponsor-University of Houston

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question.

PURPOSE OF THE STUDY

The purpose of this study is to explore mentoring experiences of mentee as well as mentor within an introductory graduate organization development course. This study will explore the role and importance of mentoring as a learning vehicle. This study will be for the duration of three months.

PROCEDURES

You will be one of approximately twenty subjects to be asked to participate in this project. Following procedure will be followed.

1. Researcher will send an email to the participant asking about their willingness to participate, preferred time, date and mode of the interview. (that is face-to face or telephone).
2. If participant accepts to participate in the study, then interview guide and consent form will be sent in the second email. Next, an appointment would be made with participant to get the consent form signature and to retrieve the document. The consent form will be signed in the presence of researcher and information about the research will be provided. The researcher will also provide clarification in case of any question.
3. Before conducting the interview, the researcher would seek permission from the participant for audiotaping the interview or taking notes during the interview. (As per the preference mentioned in the Consent form). Then the researcher will conduct interview. It will be shared with the participant that he/she can answer any of the

given questions and participant will receive a copy of interview transcript for their review before data analysis. Interview length will range from thirty to sixty minutes.

CONFIDENTIALITY

Every effort will be made to maintain the confidentiality of your participation in this project. Each subject's name will be paired with a code number by the principal investigator. This code number will appear on all written materials. The list pairing the subject's name to the assigned code number will be kept separate from all research materials and will be available only to the principal investigator. Confidentiality will be maintained within legal limits.

RISKS/DISCOMFORTS

There are no foreseeable risks, so state.

BENEFITS

There are no direct benefits. The mentors will receive references relating to any publications made from the study. Mentors will also receive complete publications if authorization to share is received from publisher.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

INCENTIVES/REMUNERATION

None.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

AGREEMENT FOR THE USE OF AUDIO TAPES

If you consent to participate in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations.

- ☐ I agree to be audio taped during the interview.
- ☐ I agree that the audio tape(s) can be used in publication/presentations.

- ☐ I do not agree that the audio/ tape(s) can be used in publication/presentations.
- ☐ I do not agree to be audio taped during the interview.
- If you do not agree to be audiotaped, or if you do not want that the audiotapes to be used in publications/presentations, still you can be part of the study, by allowing investigator to take notes during the interview.
-

SUBJECT RIGHTS

1. I understand that informed consent is required of all persons participating in this project.
2. All procedures have been explained to me and all my questions have been answered to my satisfaction.
3. Any risks and/or discomforts have been explained to me.
4. Any benefits have been explained to me.
5. I understand that, if I have any questions, I may contact Ms. Mayura Pandit at 713-743-3717. I may also contact Dr. Consuelo Waight, faculty sponsor, at 713-743-4086.
6. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.
8. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator- Ms. Mayura Pandit and her faculty sponsor- Dr. Consuelo Waight. The results may be published in scientific journals, professional publications, or educational presentations without identifying me by name.

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Subject (print name): _____

Signature of Study Subject: _____

Date: _____

I HAVE READ THIS FORM TO THE SUBJECT AND/OR THE SUBJECT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE SUBJECT'S SATISFACTION. IN MY JUDGMENT, THE SUBJECT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Appendix D

Interview guide for the interview with mentors

1. What were your initial reactions of the mentoring experience?
 - a. Where you surprised by the questions asked by the students?
 - b. What was the most interesting concept (s)? Why?
 - c. What did you think about the students' understanding of the OD concepts?
2. At the end of the mentoring experience, did you initial perceptions change?
 - a. If yes, how did they change? What triggered the change?
 - b. If no, why?
3. Do you feel that the mentoring experience is helpful to students?
 - c. Yes, what changes did you observe?
 - d. No, why?
4. What strategies did you use to facilitate the mentoring experience?
 - f. Did students lead through questions?
 - g. Was there follow-up via email?
 - h. Did you share materials?
 - i. Were there site visits to your organization?
 - j. Which strategies did you find helpful, why?
5. What did you like the most about the mentoring experience?
 - b. What did you like the least?
6. Was the mentoring experience helpful to you?
 - c. Yes, in what ways? What were the triggers?
 - d. No, why?

- e. Would you recommend this activity to other mentors?
- 7. In your perception, was the mentoring experience an effective learning tool for students?
 - a. Were students engaged?
 - b. Did students' perceptions of OD change? Yes, what symptoms did you see?
 - c. Did you experience a link between theory and practice during the mentoring?
 - i. Do you have examples?
- 8. What other benefits did students gain as a result of the mentoring experience?
 - d. Network
 - e. Job
 - f. Others?
- 9. Do you still communicate with your mentee?
 - a. If yes, would you classify it as a mentoring relationship?
- 10. What would you change regarding the mentoring experience?

Appendix E

Approval from Institutional Review Board (IRB)

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

May 15, 2013

Mayura Pandit
c/o Dr. Consuelo Waight
Human Development and Consumer Science

Dear Mayura Pandit,

The University of Houston Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "Mentoring as an instructional approach in a graduate Organization Development course." on April 5, 2013, according to federal regulations and institutional policies and procedures.

At that time, your project was granted approval contingent upon your agreement to modify your protocol as stipulated by the Committee. The changes you have made adequately fulfill the requested contingencies, and your project is now **APPROVED**.

- **Approval Date:** May 15, 2013
- **Expiration Date:** April 1, 2014

As required by federal regulations governing research in human subjects, research procedures (including recruitment, informed consent, intervention, data collection or data analysis) may not be conducted after the expiration date.

To ensure that no lapse in approval or ongoing research occurs, please ensure that your protocol is resubmitted in RAMP for renewal by the **deadline for the March 2014** CPHS meeting. Deadlines for submission are located on the CPHS website.

During the course of the research, the following must also be submitted to the CPHS:

- Any proposed changes to the approved protocol, prior to initiation; AND
- Any unanticipated events (including adverse events, injuries, or outcomes) involving possible risk to subjects or others, within 10 working days.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,



Dr. Daniel O'Connor, Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: All subjects must receive a copy of the informed consent document, if one is approved for use. All research data, including signed consent documents, must be retained according to the University of Houston Data Retention Policy ([found on the CPHS website](#)) as well as requirements of the FDA and external sponsor(s), if applicable. Faculty sponsors are responsible for retaining data for student projects on the UH campus for the required period of record retention.

Protocol Number: 13353-01

Full Review: _____

Expedited Review: X

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577
COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS