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Mentoring External Female Organization Development Consultants: Discovering New Theory Using Grounded Theory Methodology

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Mentoring External Female Organization Development Consultants:
Discovering New Theory Using Grounded Theory Methodology

A DISSERTATION

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
OF THE UNIVERSITY OF ST. THOMAS

By
Janice L. Blake

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

March 2012
UNIVERSITY OF ST. THOMAS

We certify that we have read this dissertation and approved it as adequate in scope and quality. We have found it complete and satisfactory in all respects, and that any and all revisions required by the final examining committee have been made.

Alla Heorhiadi, PhD., EdD., Committee Chair

Eleni Roulis PhD., Committee Member

Marcia Ballinger PhD., Committee Member

March 15, 2012

Date
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Dedicated to My Beloved Mother
Betty Gene Doughty Alexander
May 25, 1923
March 16, 2011
A Gifted Writer, Poet, Story Teller and Mentor
Forever Cherished, Forever Loved and Forever Missed

And

Dedicated to My Wonderful Father
Delmont George Alexander
August 11, 1922
December 2, 2011
A Hard Worker, Kind Soul, Generous Man, Hero and the
World’s Best Dad
Abstract

While much has been written about the benefits of mentoring there has been relatively little written about the value of successful mentoring for external female Organization Development (OD) Consultants. Using grounded theory as the methodology to explore what constitutes the successful mentoring of external female OD consultants, one theory emerged throughout this iterative process that provided insight into this topic. For successful mentoring to occur, mentors demonstrated specific, identifiable attributes (part 1) that contributed to the creation of a relationship based on mutuality with the mentee (part 2), and as a result of a successful mentoring experience, external female OD consultants could identify tangible and intangible positive results (part 3). Unifying these parts of the theory are a focus on paying forward the gift of mentoring and making positive contributions to the field of OD and the world.

Keywords: Grounded Theory, Mentor, Mentee, Mentoring, Business, Organization Development, Women’s Issues, External Consultant, and Gender Equality
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Chapter 1: Background, Purpose And Significance

Mentoring is a brain to pick,
An ear to listen,
And a push in the right direction.
John C. Crosby

Background – Why the Interest?

I had three criteria for selecting a dissertation topic: First I needed to be passionate about the topic. Second, I wanted to use an interpretive methodology that would allow me the opportunity to immerse in rich data. Third, I wanted to “pay forward” the investment that mentors have made in my academic and professional career. Through a long process of reading, reflecting, and discussing ideas with advisors, I found my dissertation purpose and focus in the following topics: Mentoring, Organization Development (OD), and Female Consultants.

My interest in this topic is based on the admiration I had for my late advisor’s work on the topic of mentoring as well as my personal experience as a mentee. Early in my career, I had a manager who took an interest in my work and my career aspirations. His advice, support, and encouragement helped me develop the skills necessary to succeed in the predominantly male dominated engineering field. As I moved onto other positions in different fields, his previous mentoring provided a foundation for continued career advancement.

Later in my career, a past employer sponsored my involvement with Menttium®. Menttium® is a unique organization that has developed a formal mentoring process, which matches talented females with executives from other companies for a year of structured mentoring. My first experience with a mentor from Menttium® was
unsuccessful because he was too busy to commit a year’s worth of time to the mentoring relationship. We jointly agreed to end the relationship and Menttium® reassigned me to a wonderful female mentor for the next year’s program. The failure of my first mentoring experience at Menttium® was a huge disappointment to me. Having to wait a year to try again tested my patience. However, the wait was worth it. My new mentor was an executive at a large insurance company and she exhibited all the attributes I hoped to find in a mentor. In addition she was someone I looked up to and admired. Her advice helped me navigate some tricky political issues at work. Her executive vice president position with a Fortune 50 company gave me hope that someday I could have an influential leadership position.

As I have reached middle age, I have become the informal mentor of several successful and talented human resource professionals. Assisting them in their career growth and development has been one of the most satisfying experiences of my career. I believe in the power of mentoring, the importance of a good match and I wanted to better understand what mentoring can mean to female OD consultants. Additionally I have had the distinct honor to formally mentor seven young women for three years through a confirmation program at Easter Lutheran Church. Mentoring has enriched my life and touched my heart and soul in profound ways. I find that the more I give of myself, the more I receive.

My interest in external consulting stems from a failed attempt at establishing a HR/OD consulting business. After failing to get hired by several Twin Cities consulting firms, I tried to go it alone. Although I did find several opportunities in the non-profit sector at very low pay rates and at one point accepted theatre tickets for my work in lieu
of pay, I was never able to successfully market my next opportunity while working the current one; set appropriate rates, collect monies owed in a timely manner, network successfully with other consultants or partner on joint projects. In addition to OD skills I learned that business and marketing skills were critical to sustaining an ongoing enterprise. Consulting on my own was both scary and exhilarating. My failure to establish a financially sustaining HR/OD consulting practice only fueled my desire to learn more about what makes an external OD consultant successful.

My other interest in the topic of successful mentoring of external female OD consultants stems from growing up and believing women could have it “all”. I always believed that a woman would be elected President in my lifetime and that more and more women would occupy board of director and CEO positions in the business world. Unfortunately over time in the business world, I saw first hand how gender often played a role that excluded women from the “C-Suite”. I had first hand experience of what it was like to compete with the “old-boys-club” and be considered an outsider both as a candidate for positions and as an employee. This was especially true when I was trying to establish a career in the male dominated fields of engineering and finance twenty to thirty years ago.

From this vantage point I have a great deal of respect for those brave women who succeed in spite of obstacles, such as the challenging economy and the competition of other “marquee” consulting firms. I learned to admire those women who lived the principles of feminism, shared what they knew and refused to believe in a scarcity view of the world. From these fine examples, I learned that women who share the best they have are true examples to be emulated by others. As Madeline Albrecht is quoted as
saying, "There is a special place in hell for women who don't help other women."

My advisor at the University of St. Thomas, the late Dr. Sharon Gibson, an expert in the field of mentoring encouraged my interest in mentoring. In reading her work, I was motivated to look at another niche in the mentoring of women – those who were external OD consultants. She was an informal mentor for years and encouraged me throughout the classroom portion of the doctoral process. I hoped she would have been a part of the dissertation process as well; and in selecting a topic on mentoring, getting to know her through the written work she left behind on mentoring, I felt that in someway she was taking this journey with me.

Practitioners who work in the OD field have yet to agree on a common definition of OD, but the competency list for OD consultants is long suggesting that specializing in certain areas may be a practical career choice. At the core of OD are the fundamental values of teaching clients how to negotiate, and to create and manage change. At their best, OD practitioners mentor clients and teach them to “do” for themselves. They suggest and often use mentoring as an intervention for individuals—but how do we mentor the women consultants that swell the ranks of the OD profession? Research indicates that as the field of OD changes, professionals need to 1) look forward, 2) look to the past, 3) connect with others and 4) continually hone their skills (Cummings & Worley, 2005, p. 48 – 49).

I was interested in the challenges that women have in the work world and concerned about the relative lack of progress women have made economically and professionally (Institute for Women’s Policy Research, 2009). I was particularly interested in how women overcame professional barriers in the consulting practice of
OD. Demographics in the field of OD have changed significantly in the last fifteen to twenty years. There are more women in OD than ever before but their voices, work, and contributions are less visible than that of their male counterparts (Kaplan, 1995).

Using grounded theory, I wanted to discover new theoretical foundations that would provide an understanding of the successful mentoring of female OD consultants. I wanted to see what theory I might ascertain through an iterative process of data gathering, coding, validating and the researching of existing literature. I started without any preconceived notions in order to see where the data led. “Grounded theory is not just a way of doing like a grounded theorist, but a way of thinking like a grounded theorist” (Stern & Porr, 2011, p. 27, emphasis mine). Berger and Luckmann (1966), described the construction of reality in the following manner:

…begins with the individual “taking over” the world in which other already live. To be sure, the “taking over” is in itself, in a sense, an original process for every human organism, and the world, once “taken over” may be creatively modified or less likely even recreated. In any case, in the complex form of internalization, I not only understand the other’s momentary subjective process, I “understand” the world in which he lives, and that world becomes my own. We now not only understand each other’s definitions of shared situations, we define them reciprocally. …Most importantly, there is now an ongoing mutual identification between us. We not only live in the same world, we participate in each other’s being. (p. 130)

“Social constructionists/constructivists believe that knowledge is constructed in the minds of individuals and powerfully influenced by social and cultural contexts”
(Stern & Porr, 2011, p. 24). Additionally grounded theory takes the inductive route – one starts by collecting data and then generates new theory. Glaser and Strauss in their famous study on dying patients developed grounded theory in 1967 and firmly believed it was necessary to talk to research participants and have them provide the underlying “what and why”. Glaser and Strauss developed deep relationships with the research subjects, steeped themselves in the rich data collected in order to construct and create new theories (Strauss, 1987, as cited in Stern & Porr, 2011).

Figure 1 illustrates my dissertation focus: OD, consulting, mentoring, women’s issues and the use of grounded theory which are the basis for my research question: What contributes to the successful mentoring of female OD consultants? New theories may be elicited from the data and other items may be added to the circle through an iterative process of research and review.
Figure 1. Dissertation Focus

General Statement of the Problem

There are limited theories on what constitutes successful mentoring of female organization development (OD) consultants. If such theories exist, it is possible that mentoring may assist in advancing the field of OD, as well as developing the individual female OD consultants for the future. According to Covin and Harris (1995), it has been noted that the experience of female consultants is different from that of their male counterparts. This difference is due to the fact that “women are far more likely to face unfair discrimination” (p. 7).

A career in OD requires deep and broad knowledge in psychology, business, economics, anthropology, social psychology, research, and a number of evolving and emerging fields. Developing and maintaining a professional edge requires self-work.
including authenticity, shadow, competency and skill development, grounding in theory and research, and experience and practice. Formal education alone is not enough; the ability to have internships, mentors and supervised fieldwork is vital to “understand the intertwined nature of practitioner, practice and theory” (Worley & Feyerherm, 2003, p. 110). I intuitively felt that given the nature and complexity of Organization Development and the barriers, which female consultants may face, the ability to support female OD professionals’ career development through mentoring may be of value to both the individual female practitioner and the entire profession of OD.

**Research Purpose**

The purpose of this dissertation was to understand what contributes to the successful mentoring of external, female OD consultants. Using a grounded theory approach, I elicited a theory through an iterative process of immersion in rich, thick descriptive data. For the purpose of this research, the focus was on female consultants who are external to the client organizations for which they provide OD services. There is a growing need for OD to be practiced by consultants that have both the theoretical and practical experience to contribute to the OD body of work. My research goal was to provide insight that will be useful to the OD field as a whole as well as provide information that would benefit women that have chosen to make external OD consulting their profession.

**Research Question**

“The function of the research question(s) is to explain what your study will attempt to learn or understand” (Maxwell, 2005, p. 67). However in my dissertation the research question served two purposes: it provided focus and boundaries around what
would be studied and it led to how the research would be conducted as it related to methods and ensuring validity. My research question was: *What constitutes successful mentoring for external, female OD consultants?*

I aspired to know what was going on with successful mentoring experiences for my selected target group of participants to see if I could determine meaningful relationships between successful mentoring and other as yet to be discovered variables related to the research question. Using a grounded theory methodology, I attempted to identify the elements, which would led to theory and would ultimately determine what constitutes a successful mentoring experience.

**Significance**

This research was significant because I explored and investigated the little-studied phenomena of successful mentoring of external, female OD consultants. I hoped to discover important categories of significance that would have implications for the OD field. My research question was based on the social interaction of two parties and a goal of finding the salient categories for those that participated in the research. If I did my job well, I would provide a linkage from one category to the next that would provide a usable theory (Marshall & Rossman, 2011, p. 69).

After completing a preliminary research review as Maxwell (2005) suggested, I developed a rationale, selected the most appropriate methodology and methods for my study, and found information on grounded theory that would help me test theories as I delved further into the data. Additional research including initial fieldwork and later including literature would likely assist with my development of theory (Maxwell, 2005, pp. 55-56).
During both my preliminary and evolving literature review I continued to find a lack of information available on what constituted successful mentoring for external, female OD consultants. This area appeared ripe for exploration for the following three reasons:

1. Women’s contributions have been historically overlooked in the field of OD even as the demographic composition has seen a shift towards more female OD practitioners (Waclawski, Church & Burke, 2003);

2. Disparity and discrimination continue to impact women in business and industry; and it is in this setting that female OD consultants compete for assignments;

- Continuing evolution and change within the field of OD implies that consultants may need different resources to be prepared and have career success. Mentoring may prove to be a vital resource to practicing OD practitioners.

Definitions

After careful review of grounded theory principles and collaborating conversations with my advisor and later discussions with my first two interview subjects, I deliberately decided to avoid defining the terms: mentoring experience, mentor, mentee, external OD consultants (except for meeting criteria), and successful mentoring experience during the interview process. Later in this paper these terms are defined, as needed, using the voices of the women participants, literature review, and other methods as appropriate. The goal was to have the literature review evolve and let grounded theory construct the definitions as much as possible through the voices of the women.
interviewed and surveyed. However, in an attempt to aid the reader I have provided a few brief definitions below.

**Mentoring.** “Traditionally mentoring has been defined as a relationship between an older more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégée’s career” (Kram 1985; Levinson 1978, as quoted in Ragins and Kram, 2007, p. 4). Ragins and Kram point out that mentoring is different than other personal relationships because it is developmental and “embedded within the career context” (p. 4).

Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual reasonability and accountability for helping a mentee work toward the achievement of clear and mutually defined learning goals…Mentoring at its fullest, is a self-directed learning relationship, driven by the learning needs of the mentee. (Zachary, 2005, p. 3)

The mentoring experience is shaped by the relationship between the mentor and the protégé or mentee. Each plays an important role in determining what type of outcome occurs.

**Mentor.** The mentor is typically considered the wise advisor who provides guidance, advice, coaching, and counseling to the mentee. Daloz (1999) defines mentors as guides encouraging positive movement (p. 123). According to Harvard professor Linda Hall, successful mentors set high expectations for their mentees, were available and created opportunities (Harvard Business School, 2004).
**Mentee.** The mentee is considered the more junior partner in the reciprocal mentoring relationship and it is the mentee that expects to make positive movement. A typical mentee will devote time, effort and energy towards the mentoring process with the hope of developing and growing their career, skills and knowledge base. The women interviewed for this study identified themselves as mentees.

**External OD Consultants.** External OD consultants work outside the organizations for which they contract for and provide OD services. They are not on the payroll for the companies they perform services for but instead compete with other OD consultants for this work. External OD consultants may work for consulting businesses including OD, Human Resources, Law, Accounting, Professional Services, or Information Technology. Some external consultants have their own practice and are sole practitioners.

**Research Design**

It was up to the individual interviewed to determine if the mentoring experience was successful, and if there were lasting positive effects. Through dialogue with the participants, peers, colleagues, professors, advisors and further literature exploration I discovered more about successful mentoring which will be featured in subsequent chapters. By letting interviewees define in their own language what constituted successfully mentoring and what mentoring was I gathered thick, rich, descriptive data to code, analyze and generate theory.

The research design is thoroughly grounded in qualitative methodology where I as the researcher attempted to interpret and make sense of the phenomena in terms of the meanings the women I interviewed brought forth during our conversations. Maxwell
(2005) discussed research design and the fact that in qualitative research an interactive model is critical. Research design should be completed up front prior to starting a project and Maxwell suggested that taking time to answer questions related to goals, conceptual framework, research question, methods and validity are critical for planning one’s work and that the researcher explain why she wants to do a qualitative study. He also stated that the research method should be compatible with the goals and research question. My interest in doing this research and using grounded theory was the opportunity to move outside my comfort zone and learn to use a new methodology. Through my research on grounded theory, I decided I wanted to test the methods of Charmaz, Corbin and Strauss, and Glaser to see if the use of different approaches to grounded theory would produce the same or different results and theories.

The research design selected allowed me to focus specifically on the interaction between two people - the mentor and the mentee. I wanted to know what was going on that made the relationship successful and was less interested in a comparison between the successful versus unsuccessful mentoring experiences. I aspired to view the world through the experience of the mentee. By purposeful selection I was able to hear the voices of female external OD consultants and engage in meaningful dialogue about mentoring. Intellectually I sought to discover if female OD consultants credited positive mentoring with personal and professional success. As a researcher, one of my desires was for this work to inspire action in the hearts of mentors and potential mentors to further enrich the field of OD.

Another reason grounded theory was selected, as my methodology was I appreciated the thick, rich data that one discovers via the interview method. I read papers
on mentoring using phenomenology as the methodology and decided that grounded theory would also provide the opportunity to get into the hearts and minds of the interviewees and allow me access to a wider group of participants than typically found in phenomenology.

**Dissertation Overview**

The remaining chapters are laid out in a manner to meet the requirements of a dissertation. While this chapter provided a brief introduction, the remaining chapters explore in depth the research problem and question. Chapter Two contains the preliminary literature review. In many types of research the literature review is completed first. However, in grounded theory, either no or only a partial literature review is provided initially. The reason for this restriction on literature reviews when using grounded theory methodologies is to ensure that nothing biases the researcher so that the findings are truly grounded in the data developed by the research methods.

Chapter three thoroughly describes the grounded theory process, key ideas and terms. This chapter includes the researcher’s approach to grounded theory, the steps taken and the rationale behind the steps.

Chapter four weaves provides the overall findings including the discoveries made through the following methods: survey, interviews, theoretical sampling, memoing, constant comparison of data, and coding results. Chapter four brings the fractured data back together in a new and meaningful way through the careful development of theory. Within this chapter one will find data, coding, memos and demographics. There are a number of tables and figures designed to aid the reader in following the process from idea to true development of theory.
Chapter five summarizes where this journey has taken the researcher, provides conclusions and reviews the theory for future consideration. At the conclusion of chapter five the goal is for the reader to leave informed and believe the theory is credible, valid, reliable and usable.
Chapter 2: Literature Review

“What is wonderful about great literature is that it transforms the man who reads it towards the condition of the man who wrote.”

E. M. Forster

Use of Literature Review in Grounded Theory

Grounded theorist scholars have differing opinions as to the use of literature reviews. These differing opinions run the gamut from whether a literature review should be done at all (whether it is necessary or even appropriate), to if a literature review is conducted – when and how should it be done so as not to bias the researcher. For example, classic grounded theorists believe the literature review should not be started until the completion of the initial analysis to avoid being influenced by the work of others (Charmaz, 2006). Charmaz goes on to state that, grounded theory is a unique methodology that suggests one “draft your literature review and theoretical framework in relation to your grounded theory. You can use it to direct how you critique earlier studies and theories and to make comparisons with these materials” (Charmaz, 2006, p.164).

Glaser and Strauss (1967) as quoted in Charmaz did not outright reject the use of a literature review, rather they caution that one should be careful in using existent materials so they do not restrict the development of the researcher’s work. Glaser and Strauss wanted researchers to use a “combination of data drawn from a variety of sources all subjected to comparative analysis” (p. 168). Glaser and Strauss pointed out that data must be related to the theories developed by the researcher and it must “check out or correct or amplify the researcher’s emerging hypotheses” (Charmaz, 2006, p. 168). More simply stated the researcher must first have generated some body of work and have some idea of their hypotheses before looking for supporting or contrary literary evidence. Only then can the researcher use the constant comparative method to integrate literature into
the theory. While Glaser and Strauss have not prohibited some preliminary literature work; they stated that the researcher “can be even less concerned [about literature reviews] if one intends to use field materials for further verification” (p. 181). Strauss later pointed out that it was impossible to know prior to the investigation and research what would emerge from the data. Strauss and Corbin argued that it is not until the researcher trusts their own abilities that they make meaningful discoveries. The use of a literature review can hinder the researcher and should be done later in the process only to gather additional data and make comparisons to theories already being considered.

No longer working with Strauss, Glaser now believed that the pre-study / pre-field work literature review is a waste of time (Covan, 2007) and Glaser even suggested that a literature review may not be needed because it may detract from the relevance of the work done by the researcher. Glaser argued that the use of information from other sources may taint the researchers’ methods and reduce the new information and thus theories generated from the study. He cautioned researchers to not bring in other sources of data until substantial work has been completed via fieldwork, coding and the generating of themes, and only then should one consider literature reviews. These reviews must logically correspond to the themes and hypotheses generated and be part of the constant comparison process.

Unlike Glaser and Strauss, Maxwell believed there is value in literature reviews in qualitative research. Maxwell pointed out that qualitative researchers often fall short when working with literature. They fall short when they do not use enough literature from a variety of sources and when they use it uncritically (2005, p. 47). It will be important to test emerging theories looking for both supporting and contradictory
evidence. Research that is valid and reliable is thorough and by looking for supporting and contradictory data the researcher’s theories evolve into well thought out theories that stand up to scrutiny.

Maxwell (2005) warned qualitative researchers to avoid simply summarizing literature or doing mini book reports. He suggests focusing specifically on “relevant” research instead of “covering the field”, and to “treat the literature not as an authority to be deferred to, but as a useful but fallible source of ideas about what’s going on and to attempt an alternative way of framing the issues” (p. 35). He suggested that in doing the literature review one should not ignore “other conceptual sources that may be of equal or greater importance for your study” (p. 34). Examples of other “conceptual sources” include, but are not limited to, experts in the field, unpublished papers, dissertations and grants in progress. Not everything will be found in the library.

According to Charmaz (2006), “Weave your discussion of it (literature) throughout the piece…treat it as a challenge to do the following: clarify ideas; make intriguing comparisons; invite your reader to begin a theoretical discussion; show how and where your work fits or extends relevant literatures” (p. 167).

Thus the differing opinions about literature reviews follow a continuum from not doing a literature review at all on one end, to doing a minimal preliminary literature review supplemented by further literature as additional themes are discovered during field work and coding in the middle of the continuum, to only doing a literature review at the end of the research process at the opposite end of the continuum. Unlike other qualitative research an exhaustive literature review should not be completed up front and may not be needed at all.
As the researcher, I took the approach that a preliminary literature review would be conducted. I took great care to ensure that I did not let the preliminary literature review direct the course of this research. As themes were developed, I simultaneously conducted literature reviews; peer reviews and used other methods to validate my work as part of the constant comparison process.

**Preliminary Literature Review**

A preliminary literature review is not exhaustive or extensive due to the constructivist nature of grounded theory. The goal was to not let a literature review guide the process but rather clarify emergent theories. The following is a brief synopsis of the topics that were relevant to this research. Topics I thought worthy of a preliminary and brief literature review included: OD demographics, OD career choices, mentoring, OD skills, competencies and knowledge.

**OD Demographics.** Historically, the OD profession has been dominated and influenced by men, however demographics are changing and more women are making OD their career (Waclawski, Church, & Burke, 1995). Kaplan (1995) noted that while demographics appear to be evenly split, “women’s experiences are not equally reflected in literature or research” (p. 53). They [organization culture] favor people who are most like the founders or senior leaders of the organization” (Miller & Katz, 2002, p.7). The increasing number of women in OD pitted against the fact that most US organizations are headed by men that favor people most like themselves creates numerous challenges for external female and diverse OD consultants. Diversity realities include the fact that “conscious and unconscious behaviors, as well as routine practices, procedures, and bylaws…are typically rooted in the very culture of the organization” (p. 7).
**OD Career Choices.** “OD Practitioners come into the field through a variety of routes, guaranteeing, no doubt, intellectual heterogeneity” (Bazigos & Burke, 1997, p. 386). Cummings & Worley (2005) provided a brief description of the career paths available to professionals in OD:

- Career opportunities improve with increased training and experience;
- Many professionals begin as internal practitioners and as they have success, publish or gain greater competency through partnerships with external consultants and may themselves become consultants;
- Development of internal consultants by external consultants is noted as improving the competencies through these interactions;
- OD professionals with doctorate degrees may elect to work in academia.

There is no one direct path to a career in OD. Practitioners have diverse backgrounds and may select a career in OD after time spent in other disciplines. Additionally, practitioners continue to make dynamic choices after entering the field. OD professionals may move between academia, and internal and external career opportunities. Some professionals balance these options and instructors may leverage consulting experience to stay fresh for their students. Deliberate strategies for dealing with an OD career may be something that can be explored within a mentoring relationship.

The focus on external female OD consultants was deliberate. First, women do not have parity with men in the work-world, and female consultants are far more likely to experience discrimination (Covin & Harris, 1995). Second, “in the past, OD has been a
field largely dominated by men” (Waclawski, Church, & Burke, 1995, p. 13). Mentoring may help women navigate and overcome barriers that may exist due to their gender.

As more women move into external OD consulting roles, the way they navigate and manage their careers will have implications for the future of OD. These women have chosen a career that is stressful; requires continuous learning; and needs coping mechanisms to prevent professional burnout (Cummings & Worley, 2005). Ironically, mentoring is an intervention that OD practitioners often implement—but there is little research on how female OD professionals are successfully mentored. Mentoring in business and academic settings often focuses on developing coping mechanisms, avoiding burnout and developing skills that assist one in balancing the demands of their whole life not just their work life.

Working effectively with individuals, dyads, groups, organizations, and communities requires OD professionals to possess an array of professional competencies, knowledge and skill for successful client interventions and outcomes (Cummins & Worley, 2005). Today’s dynamic world additionally requires that OD professionals be responsive to continuous changes in global and organizational environments (Eisen, Cherbeneau, & Worley, 2005).

**Mentoring.** According to Kram, “Mentor[s] can help protégées with integrating their professional and personal identities through role modeling, counseling, acceptance, confirmation, and friendship” (as cited in Dutton & Heaphy, 2003, p. 273). In business, mentoring is used to assist employees in the establishment, advancement and maintenance stages of their career (Cummings and Worley, 2005). As cited in Raggins and Cotton (1999), Kram “theorized that mentors may provide four psychosocial
functions: helping the protégé develop a sense of professional self (acceptance and confirmation), providing problem solving and a sounding board (counseling), giving respect and support (friendship), and providing identification and role modeling” (p. 530). Therefore, mentoring may be a key factor in what creates success for external female OD consultants.

Many professions have adopted formalized mentoring programs as a way to develop their members; yet it does not appear that OD has embraced mentoring, even though it is a tool they often deploy. Based on the complexity and ever changing nature of OD, mentoring may assist in overcoming or minimizing the belief that no one can be fully prepared for the demands of OD consulting (Beckhard, 1997). Mentoring may be an effective way to assist female OD professionals to acquire the necessary array of professional competencies and the flexibility to respond to continuous changes.

Historically, the idea of mentoring is attributed to Greek mythology. While Odysseus was fighting the Trojan War, he entrusted his son Telemachus to his wise and more experienced friend, Mentor. Telemachus received advice, counsel, wisdom and support from Mentor during his father’s absence. Contrary to this historical viewpoint on the origins of mentoring, Roberts (1999) argued that Mentor did not fulfill his duties because when Odysseus returned home, he found his house in chaos, and for this reason and others Mentor had failed. Roberts believed that the current view and definition of mentoring is best and first described by Fenelon’s novel, *Les Adventures de Telemaque*. “It is argued that within this work one finds the Mentor whose attributes, functions and behaviors have become synonymous with the modern day usage of the term mentor and the action of mentoring” (Roberts, 1999, p. 7).
Much of current literature expresses the notion that OD practitioners value mentoring (Cummings & Worley, 2005) and the idea that mentoring can pass on critical knowledge, history and skills. Some practitioners are so worried about the loss of OD’s rich traditions and so concerned that this knowledge will not be passed forward they have suggested a data warehouse, managed by a university with a solid OD program (Worley & Feyerherm, 2003). If mentoring was integrated in the practice of OD, a data warehouse would not even be considered. As a profession we are at risk of losing the rich history, the evolutions and revolutions in the field and a data warehouse seems like a poor substitute for a successful mentoring experience.

**OD Skills, Competencies, and Knowledge.** “Any list of professional capabilities for an OD consultant is extensive – something like a combination of the Boy Scouts law, requirements for admission to heaven, and the essential elements for securing tenure at an Ivy League college” (Lippitt & Lippitt, cited in Worley, Rothwell & Sullivan, 2005, p. 135). Often the work OD consultants perform is done in isolation and they may be both the lone and lonely subject matter expert. There may be competition for scarce work assignments—especially in trying economic times and an OD professional may find work that requires them to have a mentor to successfully navigate a new area, client, or OD technique. OD work is unique, non-repetitive, and requires professional fortitude and resilience. OD clients can include anyone from the top to the bottom of the organization being served. Work can be done with just one individual or thousands in large group interventions. No matter the size of the group, OD professionals ought to adhere to the highest professional standards one of which is client confidentiality.
Worley, Rothwell and Sullivan (2005), advanced the theory that self-mastery is the most important or vital competency an OD consultant can possess. They propose that self-mastery allows the practitioner to customize an appropriate response for clients, confront resistance and create client independence. They further stated that the ability to conduct accurate research and leverage change management technology are critical competencies.

**Evolving Literature Review**

The iterative process of a grounded theory approach required additional research in different areas, as emerging themes and theories were identified.

Since discovery is our purpose, we [researchers] do not have beforehand knowledge of all the categories relevant to our theory. It is only after a category has emerged as pertinent that we might want to go back to the technical literature to determine if his [sic] category is there, and if so what other researchers have said about it. (Strauss & Corbin, 1990, p. 50)

In this section I have provided a partial list of the themes that emerged, which required further analysis and validation through additional (evolving) literary review. This list will continue to evolve and will be woven into the discussion in subsequent chapters. As the interviews progressed and I continued to use grounded theories’ constant comparative method, memoing, and coding methods, it became clear that more information was needed to round out the topics introduced in the preliminary literature review. I needed to provide definitions and gather more information from credible literary sources and scholarly experts on the following topics:

- Mentor Attributes
• Mentoring Relationship

• Mentoring Outcomes

Chapter four embeds the evolving literature review with comments from interviewees and survey results. This is done to integrate survey and interview responses with the literary sources to ensure that the theory is supported and further validated by additional research from credible sources.
Chapter 3: Grounded Theory Research Methodology

If we knew what it was we were doing, it would not be called research, would it?
Albert Einstein

Selection of Qualitative Research

I selected grounded theory methodology for a variety of reasons. First it lends itself to looking at specific situations and relationships between people. Second, “the strengths of qualitative research derive mainly from its inductive approach, its focus on specific situations or people, and its emphasis on words rather than numbers” (Maxwell, 2005, p. 22). Third, the primary data collection method is in-depth interviewing. Marshall and Rossman (2011, p. 137), referred to in-depth interviewing as one of the “staples of the diet”. Forth, as both a mentee and mentor (see researcher reflexivity section) I had past experience participating within the framework of mentoring. Through the use of the survey, in-depth interviews, and the review of various materials, I amassed large amounts of data to sort through, take apart, and put back together to create theories related to the successful mentoring of female, external OD consultants.

Ontological and Epistemological Approach

This study was an interpretive study, which focused on female OD consultants who had been mentored successfully. The women who participated in the survey and the interviews determined individually that the mentoring experience was successful. The ontological and epistemological underpinnings of this research are based in the ontology of social constructionism and the epistemology of interpretivism. Humans are self-interpreting and capable of making meaning through the language and actions of self and others (Gall, Gall & Borg, 2007). Epistemology provides the basis for knowledge,
justification for knowledge, scope, the possibility and the meaning that will provide a philosophical method for determining what kinds of knowledge are possible (Crotty, 2005).

Constructivist Grounded Theory (CGT) was the methodology used in this research. This approach fits well with the topic of mentoring, which involves the interactions between two principles—mentor and mentee—and the subsequent value the mentee places on this relationship. “Hence constructivist grounded theory studies of subjective experience can bridge…[the] call for the empirical study of meanings with current postmodernist critiques” (Charmaz, 2000, p. 511).

Grounded theory flows from the ontological and epistemological underpinnings of social constructionism and interpretivism, respectively. First, grounded theory “generates inductively based theoretical explanations of social and psychosocial processes” (Baker, Wuest, & Stern, 1992, p. 1356). Second, unlike phenomenology, the researcher does not need to bracket knowledge but rather uses past knowledge to better understand what is being studied (Baker, Wuest & Stern, 1992). My goal was to gather and analyze data and develop theories grounded in solid and reliable data from the survey and interviews. The theories developed would relate to my dissertation focus on the subject of what constitutes the successful mentoring of external, female OD consultants and also carefully leverage my past related experience and knowledge.

Essentially grounded theory methods consist of systematic inductive guidelines for collecting and analyzing data to build middle-range theoretical frameworks that explain the collected data. Throughout the research process, grounded theorists develop analytic interpretations of their data to focus further data
collection, which they use in turn to inform and refine their developing theoretical
analysis. (Charmaz as cited in Denzin & Lincoln, 2000, p. 509)

I embraced the complexity of the topic and completely immersed myself in the data
generated. My perceptions affected the way the data is viewed (Corbin & Strauss, 2008 p.
viii). It was my goal “to generate a professional body of empirical knowledge” (p. viii).
Research findings provide an understanding of people in their everyday world and a
language that can lead to the development of shared understandings and meanings (p. ix).
It was my job to lay out the data, theories and conclusions in a manner, which provided
the reader with enough information to either agree with my conclusions or construct
alternative interpretations. However Strauss believed that “multiple interpretations can be
constructed from one set of data and that generating concepts is a useful research
endeavor” (p. ix). Personally, I hoped that readers would agree with my interpretations of
the data.

Corbin and Strauss take great care to caution that descriptions while important are
not theory and they leave the reader confused (Corbin & Strauss, 2008). It is important
for the researcher to obtain the thick rich descriptions from the participants and to
understand the data. Through the use of grounded theory techniques, it is critical that I
generate a theory that provided insight into what constitutes the successful mentoring of
female OD consultants external to the organizations to which they provide services.

CGT Methods Overview

The methods I used to conduct CGT included: a brief preliminary literature
review; a survey; interviews; memos; constant comparison; theoretical samples; multiple
methods of coding; peer reviews; an evolving literature review woven with comments
from participants; and frequent discussions with my advisor. These methods are
discussed in more detail in subsequent pages.

**Survey – Participants and Data Collection.** One of the advisors for my
dissertation suggested the use of a survey to gather preliminary data and to find interview
participants. Therefore, I developed a survey using Survey Monkey and solicited
participants from Minnesota Organization Development Network (MNODN), Twin
Cities Human Resources Association (TCHRA), and related Linked-in groups including
Mentors-Facilitators. Survey invitations were also sent via email to the list of
Organization Development Consultants provided by a national recruiter, to University of
St. Thomas Alumni and various Organization Development professors at several
universities. The survey invitation and survey logic are included in Appendix A & B
respectively. The survey was designed to identify those that met my initial criteria (being
an external, female OD consultant who had a successful mentee experience), and gather
preliminary data from all participants.

Survey Monkey®, a web based tool, was used to conduct the survey which
provided results, statistics and allows for the exportation of data to Excel for further
manipulation. which provides results and statistics and also allows one to export data to
Microsoft Excel for further manipulation. The survey results are discussed in detail in
Chapter 4.

The survey results provided the first data set, helped clarify the direction of the
research, and served as a foundation for the first interview questions. The survey was
completed and the results were analyzed in March of 2010. While the number of
respondents was greater than 50, only seven survey respondents met the criteria. My
dissertation chair urged me to leverage what I had from the survey and move on to the interview process.

The Iterative Process of Finding Participants, Research Design, Interviewing, Data Collection, Coding and Theoretical Sampling. Grounded theory is an iterative process that moves in many directions at once. From the continual search for participants, to leveraging new knowledge as it was accumulated, to designing and redesigning the interview protocols, to appropriately collecting data, transcribing interviews, and then coding the data – I was constantly juggling many tasks simultaneously. When writing about the process of grounded theory it appears to be a linear process but in reality it is very circular and extremely iterative. The following sections on participants, emerging and dynamic interview and research design, reflections on the interviewing process, data process, memo writing, constant comparison, coding, peer review, the use of theoretical samples, generating theory and validating theory are my attempts to explain the many things that are going on simultaneously in CGT.

Participants. In qualitative research the process of generating a sample is problematic. Sampling seems to be a term better suited to quantitative research where probability or random sampling takes place and one understands that the sample is a subset of a known population. It may be safe to say we do not sample in qualitative research instead we have “purposeful selection…Selecting those times, settings, and individuals that can provide you with information that you need in order to answer you research questions is the most important consideration in qualitative selection decisions” (Maxwell, 2005, p. 88). I only wanted and accepted women who meet the research
criteria: mentored, considered it a successful experience, and were external OD consultants.

Research Participants were discovered through convenience and snowball sampling methods of: email invitations (see Appendix C), phone calls, referrals, the aforementioned mentioned survey and postings (see Appendix D). I sought out participants that met the following criteria: female, external OD consultants, who had been mentored for at least 12 months. My initial contact with potential subjects used the membership list of Minnesota Organizational Network (MNODN), Twin Cities Human Resource Association (TCHR), alumni from the OD Doctoral Program of the University of St. Thomas and a confidential list of female OD consultants from a national recruiter located in the Minneapolis, Minnesota. Finding external female OD consultants that met my criteria, were willing to be interviewed, and were able to find a convenient time to meet with me turned out to be difficult. To find enough willing participants, I moved from convenience sampling methods to snowball sampling methods. I asked initial participants found via convenience sampling, colleagues, friends, professors and business associates if they knew of other women who fit my research participant profile. I used convenience and purposeful (snowball) sampling techniques to find participants and then used theoretical sampling to test my emerging theory. I did not use theoretical group interviews due to logistics.

I started with convenience sampling by sending invitations to participate in this study to my networks, associations, peers, and associates. I also asked for referrals from these sources. This is called snowball or nominal sampling by Charmaz (2006), purposeful selection by Light, purposeful sampling by Patton and criterion based
selection by LeCompte & Preissle according to Maxwell (2005). These snowball samples are critical because they assist the researcher in reaching people “who are expert in the area” (Maxwell, 2005, p. 88) being studied. This method was helpful because I was unfamiliar with the external OD community; did not have absolute knowledge of what external, female OD consultants believed constituted successful mentoring or if they even valued mentoring. Purposeful selection ensured the criteria for research participants were met.

As Marshall puts it, snowball or chain sampling “identifies cases of interest from people who know people who know what cases are information rich” (p. 111). I was lucky to have one such participant recommend over seven diverse females that were successful external OD practitioners who had been mentored. Through her introductions, her seven recommended another eight participants. In the end, eight of my initial 16 participants were discovered via snowball sampling and the other eight interviewees were discovered via convenience sampling methods.

**Emerging Interview and Research Design.** The initial design for this research was based on the limited information from the survey and on the first two interviews of participants meeting the selection criteria. Since grounded theory is a recursive process, other methods of data collection were identified as relevant further into the research process. The goal was to gather rich data from sources, which included interviews, books, videos, public records, diaries, journals, and researcher reflections. According to Charmaz (2000), the data collected is a narrative remembering of the experience—it is not the original experience. The data, which grounded theorists work with, is mainly the reconstructions of the primary occurrence as conveyed by the participants. The interviews
were initially semi-structured and as I worked through the constant comparison process, interview questions changed as theory emerged from the data. Maxwell’s (2005) discussion on structured versus unstructured methods assured me that it was appropriate to move to a more unstructured approach as I gained confidence and as theory begin to emerge.

Theoretical sampling was used to test emerging theory. Theoretical sampling provided a great deal of flexibility to involve others, to change questions, to go back to participants and seek supporting or contradictory evidence. This was particularly helpful as I assigned categories, codes, and gerunds to the data, and convergence of ideas began to be apparent. “Initial sampling in grounded theory is where you start, whereas theoretical sampling directs you where to go” (Charmaz, 2006, p. 100).

Theoretical sampling was part of my research design. I did not hesitate to move forward with a different focus as data emerged and I re-interviewed initial participants to validate emerging theory and ask additional questions. For example, I did not “adequately capture heterogeneity in the population” (Maxwell, 2005, p. 89). When I moved on to theoretical sampling to check on emerging theory I was able to address the lack of heterogeneity by going back to previous participants and going forward with new participants. A great deal of theoretical sampling occurred during later interviews (4 through 14). I began to see emerging themes as I moved back and forth between the collection of data, the analysis of data, and the memoing process, which allowed me to flag “incomplete gaps in my analysis” (Charmaz, 2006, p. 103). As I shared emerging theory with subsequent participants, the interview times expanded and the participants seemed engaged and eager to provide both supporting and contradictory evidence that
advanced or refuted emerging themes. The dialogues during the theoretical sampling process created mutuality between the researcher (me) and the interview participant. Participants were extremely interested in the emerging themes and hypotheses and provided valuable insights.

In summary, the interview process was dynamic. It changed as dictated by emerging themes. As themes emerged and were shared with participants more information was shared and participants connected with me on deeper levels due to the added benefit of having created a relationship based on mutual trust and interest in the topics discussed.

**Reflections on Interviewing Process.** Grounded theory is a reflective methodology. Interviewing was a time to focus exclusively on the participant and then later reflect on both the data generated via the interview as well as the process. Interviewing is truly an art form. Your goal as an interviewer is to get the interviewee to trust you and provide you with insights that will increase your understanding of the topic.

Once participants have been identified and meeting times have been scheduled it is critical to prepare for the meeting and subsequent interviews. According to Kale (1996), “The interview is the raw material for the later process of meaning analysis” (p. 144). The goal was to meet Kale’s (1996) criteria for an interview, which included:

- The extent of the spontaneous, rich, specific, and relevant answers from the interviewee.
- The shorter the interviewer’s questions and the longer the subject’s answers the better.
• The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers.

• The ideal interview is to a large extent interpreted throughout the interview.

• The interviewer attempts to verify his or her interpretations of the subject’s answers in the course of the interview.

• The interview is “self-communicating” – it is a story contained in it that hardly requires much in the way of extra descriptions and explanations. (p. 145).

In addition to using Kale’s advice, I leveraged my years of experience being on the giving and receiving end of interviews. It was important to gain the trust of the interviewees. In the initial stages of the interview, I explained the purpose of the study and why it was important to me. I did not put on a suit of “academic armor to prevent the intimate emotional engagement required” (Lerum, as quoted in Marshall and Rossman, 2011, p. 118). During the interview I looked for contrary evidence to my developing theory and asked follow up questions as needed. Throughout the interview I sought understanding by repeating what interviewees said, and again at the end of the interview by reviewing my notes with them. All 16 women interviewed said my notes completely captured their answers, opinions, information and stories. This review of notes often led to more conversation and even richer information because, as one participant stated she had time to reflect on both the process and the questions. All of the participants mentioned how positive the process had been and stated they enjoyed reliving these past positive mentoring experiences.
I offered to send each woman a copy of the transcripts of their particular interview. Surprisingly, none of the women requested a copy of the transcript, however they all requested a copy of my dissertation when it was completed and accepted. A few participants called me during the process to recommend a book, a quote or an article and to offer encouragement. Even the two women who opted out thought the research was important and would add to the body of OD work.

Although I had an interview guide with a few open ended questions, and a data sheet where I tracked specific information, I understood that in grounded theory, as the researcher I am the research instrument. See Appendix E for initial interview guide and Appendix F for the data collection sheet I used to track demographics and other vital information. As the research instrument, I felt free to ask follow up questions, allow participants to ask questions, engage in a mutual dialogue and follow tangential threads to see where they would lead. After four interviews, I started to share what I thought was emerging theory with the interviewees. With the addition of this sharing, interviews became longer and on several occasions interviews were conducted in two parts to accommodate the need for more time than originally scheduled.

As previously stated, I was very careful to verify with each interviewee what I heard during the interview process. This was critical in building trust by demonstrating I was letting their answers and stories speak for themselves with no embellishment or misrepresentation. It also helped create validity and reliability. I read back my notes and asked participants to validate that I had captured their words, stories and descriptions accurately. Three of the first participants were called back during the process of transcribing and coding to ask a few clarifying questions and to determine if they
believed the preliminary theory had merit. By doing this, I actually reviewed the emerging theory with each participant. One participant was called back after memoing to get additional insight into my emerging theory and to discuss anti-mentors in greater detail.

Whenever possible participant interviews were completed in person. When that was not possible due to geography, travel or logistical reasons the interviews were conducted over the phone. Four interviews were done in person; twelve were conducted over the phone. Permission was obtained at the start of the interview for taping and note taking, and an interview-coding sheet was also used as suggested by one of my dissertation advisors (Appendix F). During the consent process participants were given an “opt out” option.

I interviewed 16 women who said they had been successfully mentored; two of the 16 women interviewed later called me and asked to be removed from the “study”. The two women who opted out had independently decided that upon further reflection their mentoring experience was not successful. I deleted their tapes and transcripts and ensured there was no spill over from their interviews in the development of theory.

During interviews, there were times I would ask a question and the participant would be silent or appear confused. If that occurred, especially over the phone, I would rephrase the question and tell them to take as long as they wanted to answer the question. Although I also gave each of the participants’ explicit permission to skip any question, no questions were skipped and each participant shared very personal information with me.

By the requirements of the Internal Review Boards (IRB) and as mandated as the National Research Act, I was required to get documented permission from each
participant and to protect participants from harm. The permission form used can be found in Appendix G. Due to the nature of my research it was highly unlikely that I would do any harm because the focus was on positive experiences. I did meet the IRB requirements and have learned a valuable lesson. Even though the researcher may naively believe that the focus is positive – there may be aspects that are quite painful even when the focus is positive. There were several instances where women brought up negative experiences before moving to the positive mentoring experience or when they talked about their disappointment in OD as it related to gender inequality. Most of the women interviewed mentioned in some fashion or other that the founding women in OD have never been given their due. One woman likened the experience to the movie, “A League of Their Own”. In this movie there is a scene at the end where the women finally get their due and recognition at the Baseball Hall of Fame. “Wouldn’t it be nice if our founding mother’s of OD got as much attention as the founding fathers?”

The best practice with interviews is to plan your exit. Five tactics marked my exit strategy: I first asked the participant if they had anything else to share; I then reviewed my notes with the interviewee for accuracy and asked for clarification or affirmation related to the correctness and completeness of my notes; I then asked if they had any questions for me; I then, to the extent possible at that particular point in time, shared my theory in process and asked for feedback; and finally, I thanked them and offered to send typed copies of their transcripts. This exit strategy worked well. I also sent thank you emails immediately to each participant. It is my intention to send each participant a copy of my dissertation when finished as well as a list of references that I found helpful as thanks for their participation and contribution.
The interview questions were initially influenced by the limited survey responses and comments presented in Chapter 4. Comments from on-going interviews, peers, and advisors changed my thinking and interview questions were altered and adapted because of the flexibility of grounded theory.

While I was interviewing subjects and transcribing tapes, I was also busy reaching out to other potential subjects. I reached out to over 100 potential interview subjects. Only 25 people agreed to be interviewed. Five people became unavailable due to scheduling conflicts or availability. Of the 20 remaining, I was able to schedule time with 16 – four in person and 12 over the phone. Scheduling the interviews themselves took approximately eight hours. Two of the phone interviews opted out after I had completed typing the taped conversation. I lost ten valuable hours of work but understood their reasons. I honored their request and therefore deleted all materials related to them and revised memos appropriately. I destroyed my notes, tapes and typed transcripts and ensured their stories and contributions did not spill over into this research. I learned that it can be very hard to find subjects that meet narrowly defined criteria and who are willing to give up precious time in order to be interviewed. During peer reviews, I learned others had similar challenges and learned how to better leverage snowball-sampling techniques. One participant actually introduced me via email and LinkedIn to potential interviewees. Her intervention kept me on track and motivated.

Interviews took from 45 minutes to two hours and 45 minutes. Interviews took place from summer of 2010 through spring of 2011. They took longer than anticipated due to the difficulty in finding appropriate participants. Nothing was lost due to the delay and I had more time to reflect and refine my process as a result. Peer reviews and check-
ins with my advisor provided invaluable insight and different perspectives. However even when meeting with them, I ensured that I faithfully protected the confidentiality of all participants including the two participants that changed their mind.

**Data process.** Once interviews were completed, I first listened to the tapes as I reviewed my notes. I made some changes to my notes where appropriate. I then personally transcribed the tapes. I then read the transcripts and created memos, often inserting comments from notes, observations, transcripts and the interview checklist. I transcribed over 3880 lines of text from the tape recordings, which equated to 85 pages of single spaced text. I now see why Glaser believed that grounded theorists do not need to spend their energy on this tedious task and that it may not advance understanding. Glaser believed that from a grounded theory standpoint the use of interviews is for conceptualization or for the generation of concepts (Stern and Poor, 2011, p. 58).

Much to my dismay I discovered grounded theory is a messy process because it generates lots of notes, transcripts, memos, and in my case post-it notes, file cards and flip charts. All of this data needs to be managed by the researcher as the researcher learns to become comfortable immersed in large volumes of data. My comfort level with the data increased as I listened to tapes, re-read my memos and started to use flip charts to create preliminary drawings and tables.

**Memo Writing and Constant Comparison.** Intertwined in this iterative process is the additional work of memo writing. Through memo writing, the researcher converses with oneself and through this act of writing, new ideas emerge. "Memo writing is the pivotal intermediate step between data collection and writing drafts of papers" (Charmaz, 2006, p.72).
I enjoyed memo writing as it reminded me of journaling, let me incorporate notes taken during the interview with the transcripts, and compare each interview to the next. Through the use of memoing – theory evolved, changed, and was modified. Memoing even helped me come up with initial open coding. I used post it notes, put notes in margins, typed notes at the end of coding sections and everything in between. Post-it notes were most useful because I moved them around on a flip chart until they made sense.

My memo’s of which I will provide a sample in the next chapter took a great deal of time as I was constantly trying to encapsulate the new data and incorporate it with the previously generated data. My goal was to look at all of the information from a variety of angles and perspectives. Metaphorically speaking I was trying at all times to see the trees (individual sources of data) and the forest (all of the data) in different lights.

The use of post it notes and flip charts facilitated data analysis. As I started to use flip charts, organization occurred out of chaos. Constant comparison ensured that I reviewed, data frequently looking for similarities, differences, themes, trends and interesting ideas to emerge. The first interview was reviewed at least 15 times as it first was reviewed by itself and then against the survey results and then against each of the succeeding 13 interviews. Subsequent interviews were handled in the same manner. Via memoing I was able to capture confirming and contradictory evidence for emerging theory. I also went back to the survey data and ensured that it was included in the findings that started to take shape and emerge from the data.

I used memoing to facilitate the constant comparison process. At the completion of each interview I completed a memo related to that interview on post it notes. After
several interviews, I completed a longer memo that encapsulated all of the data gleaned to that point in the margins of my notes, on flip charts and via tape recording. I listened to my memos driving to and from work reflecting on what I learned, what threads were developing and tried to be critical about objectivity. Even though I constructed this reality through my perspective and worldview I want it to stand the test of time and future scrutiny.

Memoing and constant comparison moved the grounded theory process forward. I asked questions of the data to see if the data would provide answers. For example at what point in the mentee’s life did mentoring become important? What prior careers did they have before becoming an external OD consultant? Did it matter? How did so many of them find name recognizable mentors? At what point in their consulting practice did they discover the abundance or pay it forward philosophy? What attributes did they consider essential in a mentor, in themselves? What truly constituted successful mentoring? Why did so many women mention pay and gender issues? What was it about paying forward the gift of mentoring that made it a vital part of the whole mentoring process?

Another learning point that came from the memoing process mentioned in the preceding paragraph was when I discovered that most of my participants were Caucasian and baby boomers. To overcome this limitation I talked to peers at work, at Minnesota OD association meetings, at the National SHRM conference and at school. I deliberately selected peers to talk with that were part of the Millennial or Gen X generation and who were not Caucasian to discuss my findings. These peer reviews assured me that other races and generations valued mentoring and perhaps valued it even more than white, baby boomers. A few of these younger non-Caucasian women mentioned having multiple
mentors for different purposes and some said they were even willing to pay for the privilege of having the mentor of their dreams. It was clear to me during these discussions that these younger women want to break the glass ceiling and leave the “sticky floors” behind. Note: a colleague shared the phrase “sticky floor” and then others used the phrase as well. It was a phrase I had not heard before and it was intriguing. Upon further inquiry I learned that the term sticky floors is nomenclature for the self-sabotaging behavior of women and it includes not networking or proactively managing one’s career.

Younger, external, female, OD consultants, regardless of their race have high career aspirations and plan to use mentors, networking, social media and assertively and aggressively manage their career to meet their professional goals. These young women were intent on managing their career. They proactively developed career plans as a way to conquer gender and race discrimination and also as a way to take control of their lives when the economy and high levels of unemployment made finding work increasingly competitive. As one black, 28-year-old women at the MNODN stated, “Nothing about my career is accidental” (personal communication, 2011).

In addition to memoing, I employed other techniques such as using charts constructed by other experts. I did this to create validity and to check my work for completeness and richness. I adapted the Dimensions of Assumptions chart in Constructing Qualitative Research, Fifth Edition by Marshall and Rossman (2011), see Table 1.
Memo writing and constant comparison appear to be two sides of the same coin. The use of memo writing and the discipline to keep current on the memo writing process ensured that I was constantly comparing data, thinking about the results generated and reflecting on key learning. As I sifted through the data and began the arduous task of coding, theory began to emerge. By expanding memo writing to incorporate other techniques, such as the Dimensions of Assumptions Chart I became a very reflective researcher and an instrument in this body of work. I was constantly splintering the data, and putting it back together in new ways due to shifts in my perspective.

In grounded theory, the collection of the data and the analysis of the data are simultaneous processes (Charmaz, 2006). "The basic analysis procedure in grounded theory research is the constant comparative method of data analysis" (Merriam &

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It was my intent to follow the iterative process outlined by Charmaz. The methods of Saldaña, Charmaz, Corbin and Strauss, and Glaser.

One advisor and several peers said this was overkill and I readily admit it took a great deal of time. I would suggest to those following CGT to use only one or two at the most. However, if it were not for the Glaser and Corbin and Strauss struggles I encountered, I would never have surfaced the third aspect of the emergent theory related to outcomes. This third piece of theory identifies successful mentoring by the tangible and intangible benefits received by the mentee. By employing the strategies of these grounded theorists and by sorting the codes in various ways I gained additional insight and perspective.

**Pre-coding and open coding.** Initially I pre-coded each interview that was transcribed using the initial coding methods as described by (Saldaña, 2010). Initial coding was done for each interviewee and each incident that was described. These “are not specific types of codes; they are first impression phrases derived from an open ended process called Initial Coding” (p. 4).

I incorporated some of Saldaña’s (2010) ideas such as pre-coding by “circling, highlighting, bolding, underlining, significant quotes or passages that strike you as “codable moments” worthy of attention” (p. 16). I took a first pass through the raw data and worked to find initial ideas for analytical consideration, before moving on to open coding. This extra time made me more familiar with the interviewees and more comfortable with the sheer volume of data.

Open coding is the process whereby the researcher initially codes (note – as stated above I pre-coded first) and it is here in the intricate detail, that concepts become ideas...
for further reflection. Open coding was conducted as suggested by Charmaz, using the words of the participants. I coded incident by incident as soon as the interviews were transcribed and pre-coding was completed. Building on the pre-coding work, open coding allowed me to develop those first critical hunches that would either eventually be abandoned as being insignificant or that would be the basis for theory.

**Axial and selective coding.** After pre-coding and open coding was complete, I then moved to axial and selective coding. Axial and selective coding are focused attempts to take the fractured data and put it back together in new ways, in new categories and subcategories to discover a core category or categories. I used the methods of Charmaz, Glaser, and Corbin and Strauss to re-code and re-sort the data into more meaningful themes.

**Theoretical Sampling.** As data were collected and coded, and the memo writing process unfolded, theoretical sampling was used to validate (or invalidate) my work in process. In the iterative process of grounded theory, as all of the above tasks happen simultaneously. According to Glaser and Strauss (1967), and Merriam (1998), the development of categories, properties and hunches or tentative hypothesis through the constant comparative method is process where the data eventually and gradually evolves into a core of emerging theory – grounded in the data.

During theoretical sampling, I sought out participants who could answer newly developed questions in order to validate (or invalidate) the theory in process, even going back to previous participants to ask additional questions. Anti-mentors was as close as I came to finding a negative case and this information is integrated into the body of the research as discussed in Chapter Four.
**Peer Review.** During my research, I turned to knowledgeable colleagues and asked them for their reactions to my work, including coding, memos, survey and interview integration, theory, and graphic illustrations. Several colleagues completing their grounded theory and hermeneutic dissertations were reviewers for my work. In addition, members of various human resource associations listened to my theory and gave me feedback during the 2011 Society of Human Resource Conference. While not a peer, my dissertation advisor discussed my work with me, read multiple drafts, and gave me confidence that my work was on track and findings were sound.

Peer reviews assisted greatly during this iterative process as their advice, input, and questions improved the quality of my research process. Peer reviews assisted me with understanding the data and overcoming the heterogeneity issue mentioned earlier. Through peer reviews, I was able to view data, codes, categories, emerging themes and theory through a variety of perspectives. For example, through coding, sampling, memo writing and finally through the use of peer review I was able to discard one of my first “hunches”. The first hunch discarded was that the age, race, gender, sex, or subject matter expertise of the mentor contributed directly to the successful mentoring experience. The peer review process also helped me realize when I had reached saturation. By reviewing my work in process and answering questions and engaging in dialogue, I was able to reach consensus with these peers that no new data was being discovered after interview ten. Their willingness to be so involved improved the validity of my work and my confidence in my own judgment.

**Search for Variable X.** According to Maxell (2005), “Quantitative researchers, tend to be interested in whether and to what extent variances in x cause variances in y.
Qualitative researchers on the other hand, tend to ask how x plays a role in causing y, what the process is that connects x and y.” My research question (What constitutes successful mentoring for external, female OD consultants?) was trying to determine if y, which is the successful mentoring experience, will provide data and eventually a theory that illuminates and connects to the as yet unknown variable(s) x. For illustrative purposes only the variable x could have been: that mentors have to be managers; or have to have advanced degrees; or prior mentoring experience in order to create successful mentoring experiences for female, external OD consultants.

Using the grounded theory process I knew when I had found the x variables, and that those variables connected and answered my research question: What constitutes successful mentoring for external, female OD consultants? When interview participants identified the same variables time and time again and no new variables occurred I determined saturation had occurred. I noted that saturation occurred at interview ten, but because I was new to grounded theory I completed an additional four interviews to be on the safe side and also because I had scheduled interviews with some fascinating women. During these last four interviews I kept an open mind in case new data was discovered. Again no new data was discovered that altered the theory developed. All of the variables are identified in Chapter Four and most are contained within the three main parts of the theory that emerged from the data. Variables that did not fit within the scope of this research are mentioned as ideas for continued study.

**Saturation.** In my proposal, I originally planned to interview between six and ten females who meet my criteria. However, I kept interviewing until I reached data saturation at which point no new data is generated. A common problem with convenience
sampling is exclusive reliance. Exclusive reliance prevents one from moving beyond their own network, resulting in research that may then be too narrow. If this occurs it is possible that saturation will be falsely reached based on the narrow group selected (Charmaz & Bryant, 2007). The number of participants depends on the purpose of the research (Kvale, 1996). The purpose of this study was to understand the world of successful mentoring as experienced by external female OD consultants. Saturation was achieved after interview ten, because no new data emerged. My data was comprised of survey data, 14 usable interviews, interview notes, and follow up discussions with some of the participants. I actively engaged in peer reviews and found diverse and multi generational women who had been mentored to discuss my findings with both at the National Society for Human Resources Conference and at the University of St. Thomas. The use of theoretical sampling via follow up conversations with some of the original participants and with others who were not research participants assisted in validating my findings as well as gave me confidence that saturation had occurred. 50% of the women interviewed listened to a verbal rendition of my theories and found it “fit” them and even others they knew that had been mentors, mentees or both. By reaching out to other diverse and multigenerational groups I validated my theory with persons outside my sample group. At this point, I was satisfied the theory generated was reliable, valid and relevant and that would add to the field of OD, particularly on the topic of mentoring. Although the last four interviews provided more support for my emergent theory, more anecdotal stories and additional personal insights they did not alter the theoretical findings.
Researcher Disclosure and Reflexivity

“Traditionally, what you bring to the research from your own background and identity has been treated as “bias”, something whose influence needs to be eliminated from the design, rather than a valuable component of it” (Maxwell, 2005, p. 37). I appreciated a process, which allowed me to use myself as an instrument and the fact that I did not have to bracket my experiences so long as I disclosed them. The following quote by C. Wright in Maxwell (2005) and it is in this vein and I wanted to weave my experiences into my research.

…the most admirable scholars within the scholarly community…do not split their work from their lives. They seem to take both too seriously to allow such dissociation, and they want to use each for the enrichment of the other. (p. 38).

I thought it was important to be as objective as possible but also understand that my perspective, my lens, my filters, and my biases will in some way impact everything within this dissertation. Throughout I have shared both my experiences as a mentor and mentee, and what successful mentoring has meant to me personally and professionally as well as why this particular topic is meaningful to me.

Throughout the research process, I identified/labeled/ called out my research decisions and fully expect future readers to assess to what extent my experience may have impacted the research. According to Bryant and Charmaz (2007), providing a reflexive stance is important because it allows the readers to understand how I conducted the research, related to and wrote about the research subjects. As a researcher that used a theory based in social constructionism and the constant comparison process – I was an active participant. Although I started with an interview guide as needed, I often asked
different questions to see if my “hunches” were on target. These ad-libbed questions may have had an impact on the responses, but through member check-ins, peer reviews and validation by trusted colleagues and advisors I concluded that I was using grounded theory methodology appropriately and responsibly. In addition to the memo writing, which is so crucial to the researcher's immersion in the data, other techniques can assist in the sorting, diagramming and data integration process. I used flip chart paper to develop maps and diagrams that further clarified and illuminate the emerging categories.

**Human Subject Protection and Ethical Planning**

Prior to the survey, interviews, theoretical sampling, and discussions with peers and advisors it was my goal to maintain the highest ethical standards. To be successful in my endeavors trust was key. Since this research involved people, it was my job to protect and safeguard participants. On the surface, the topic of female, external OD consultants who have been mentored seems benign. However, if the mentoring relationship was less than hoped for or if there were unexpected and unpleasant outcomes, participants may be stigmatized or traumatized. Therefore, it was critical, that I safeguarded participant information and conducted myself professionally in order to avoid the unintentional harming of the participants.

I took notes and with the participant’s permission recorded the interviews using a digital recorder. I replayed the recorded interviews adding further information to my notes as necessary. I personally and painstakingly transcribed each interview. This process provided multiple ways in which to engage with the data visually, kinetically and audibly.
Prior to the commencement of the interview participants were informed of this process and their permission for note taking and recording was secured. At the start of each interview, I reviewed the purpose of the study, and again received agreement that the participant consented to the process. I provided consent forms for the interviewee to sign (or because it is permitted by the IRB I in some cases used electronic signatures or email confirmations indicating permission). The consent forms, recordings and transcriptions were kept in a locked file cabinet in my home office. My computer and electronic files were password protected and I was the only one with access to this data. All data was destroyed upon completion of my dissertation. However, I immediately destroyed the data of the two participants that opted out of the study. Please see the consent form in Appendix G.

It was important for me to gain the trust of the participants as well as being careful when asking questions so as not to give away the identity of previous participants. Salary and consulting fee information was readily shared and I took extra care to protect that information. More than 75% of the participants recommended someone else who was already on my list to contact for an interview. The world of external OD consultants in the Twin City Metro area particularly is very small and every caution had to be employed to protect the identity of subjects. I had the opportunity to interview some well-known external female consultants, some consultants worked at well-known consulting firms or with well-known clients where any identifying comment would make it easy for an astute person to determine the identity of my subjects. To protect these subjects, I did not discuss, clients, locations, past history, names, etc. I had two participants opt out and I honored that request even though it cost me in excess of 12 hours because it was the right
thing to do. Their opting out did not hamper the research in anyway nor invalidate any of the findings.

At the conclusion of every interview I ensured that I was leaving participants in a good place before ending the conversation. I did this by asking them how they were feeling about the process. All participants said the interviews were a great experience – it gave them time to slow down and to spend time reflecting on the gifts they received through the generosity of their mentors.

In order to maintain confidentiality I used randomly assigned numbers to identify participants. Identifying characteristics (company names, job titles, etc.) were changed to ensure the anonymity of the participants. Further, elicited texts (such as questionnaires) or follow up emails were coded and identifying email addresses and names were blocked out. If any extant texts were used, care was taken to assign a participant number and protect the participant. As required, I received permission from the University of St. Thomas IRB Board to engage in this research.

**Internal Credibility, Validity and Reliability**

The goal of good qualitative research is to have findings that are congruent with reality (Merriam & Associates, 2002). Eight strategies are used to check the trustworthiness, authenticity, and credibility of the research providing a basis for validity. Table 2 illustrates how I ensued validity as defined by Creswell (2003, p. 196).
### Creswell’s eight strategies and researcher response

<table>
<thead>
<tr>
<th>Creswell’s Strategies</th>
<th>Researcher Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangulation</td>
<td>Through the research I was able to triangulate data with other participants, with information from the survey and through literature.</td>
</tr>
<tr>
<td>Use of rich, thick description to convey findings</td>
<td>Survey and Interview Participants told vibrant, lively stories as they recounted their successful mentoring stories. I taped the interviews and have the comments from the survey. Where appropriate both supporting and contrary comments will be inserted in this research – being careful of course to protect confidentiality.</td>
</tr>
<tr>
<td>Member Checking</td>
<td>After each interview notes were read back to the participant. If the participant wanted a copy of the transcript they were free to request copy. In addition as I worked through the process several participants were willing to take additional follow up calls.</td>
</tr>
<tr>
<td>Research Bias</td>
<td>I carefully disclosed my experience and bias upfront. Grounded theory does not require me to bracket my experience – but it is important to provide data on my perspective.</td>
</tr>
<tr>
<td>Present discrepant information</td>
<td>I carefully kept track of contrary evidence to insert where appropriate. I also looked for contrary evidence via theoretical sampling, peer review and the evolving literature review.</td>
</tr>
<tr>
<td>Prolonged time in the field</td>
<td>I interviewed four people in person, I observed formal mentoring where I work, and I interviewed 12 participants over the phone. I anticipated being done earlier but due to the death of my mother – I was interviewing on and off for approximately nine months.</td>
</tr>
<tr>
<td>Peer debriefing</td>
<td>Fellow doctoral students were willing to discuss my research with me, as were conference attendees and various Professors.</td>
</tr>
</tbody>
</table>
External Auditor  

I had several meetings with St. Thomas Librarians, the Graduate writing center, and my Advisor, Alla Heoheordi throughout this process. Each of these people asked me questions and encouraged me to continue on my journey with a flexible and open mind.

Through careful attention to research design I was able to utilize all of Creswell’s eight strategies plus the additional methods found in Grounded Theory. One of the most valuable tools in grounded theory is the flexibility to modify your interview guide. This let me validate emerging data to discover if the theory was effective.

In Marshall and Rossman (2011), they include the iterative Shiva’s Circle of Constructivist Inquiry and my research follows this iterative process. I first started with an invention or design (Research Question) then moved into discovery and data collection (surveys, interviews, literature reviews, peer and advisor reviews, subsequent conversations etc.) and then moved to interpretation and analysis of the data as I tried to explain the theory that emerged while I looked for additional experiences or anomalies to support or contradict my theory. The circle continued in this vein until saturation was achieved (p. 61). Therefore, grounded theory is designed to facilitate validity. Through the use of the constant comparison method I moved from old data, to new data back to old data with the writing of memos in between.

Reliability refers to the extent that the research can be repeated with the same results. Methods used in authenticating my findings were the creation of a reader audit trail, memos, and a rich detailed analysis of how results were obtained and developed.
Limitations

Every study, and every design, has limitations and is open to critique. Best said by Patton as quoted in Marshall and Rossman, “There are no perfect research designs. There are only tradeoffs” (2011, p. 76).

One limitation with qualitative research is that the researcher is the instrument. It is through my lens that this study is situated. I tried to maintain the more traditional role of “empathic neutrality” (Marshall & Rossman, 2011, p. 112) when analyzing the data. I fully understood that I entered the lives of the participants via the survey, interview and subsequent follow-ups. This intrusion disrupted their personal lives no matter how much they were willing or interested in the topic.

The search for participants stopped once saturation occurred and theory was developed using the constant comparison method, open coding, focused coding and theoretical coding. Since my research encompasses the seven participants who finished the survey and met the research criteria, and the 14 participants who elected to be part of the study, I cannot claim that my research is true for all people in all times and places (Bryant, 2004). All but one participant were Caucasian, previous careers were diverse, experience as eternal OD consultants varied, the majority of the interviewees were baby boomers, and only four states were represented. Using the techniques outlined in previous sections to find participants, I may not have generated a good cross section of the population and this may introduce bias of into the study.

Delimitations

“Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study” (Lunenburg & Irby, 2008, p. 134). One delimitation is the focus
on external OD consultants. Many OD practitioners work as internal OD consultants. A second delimitation is the fact that while I studied the relationship between two parties, mentor and mentee; I only surveyed and interviewed the mentee. A third delimitation was the requirement that the mentoring experience be considered successful. A fourth delimitation was the requirement that participants be women. These delimitations mean findings from this research would not be transferable to men, to internal OD consultants, to the non-mentored, or to those that have had unsuccessful mentoring experiences.

**Chapter Summary**

This grounded theory study focused on what constitutes successful mentoring of external female OD consultants. A survey, semi-structured interviews, peer review, theoretical sampling, coding, memoing, constant comparison techniques are embedded in the design of this research project. Both theoretical and axial coding were deployed as techniques to bring the fractured data back together to develop theory. Researcher reflexivity, bias and study limitations and delimitations were reviewed to ensure that readers of this study understand all concerns surrounding this research.
Chapter 4: Generating Results, Preparing Analysis and Identifying Key Learning’s Using Grounded Theory

“Somewhere, something incredible is waiting to be known.” - Dr. Carl Sagan

“We don’t accomplish anything in this world alone…and whatever happens is a result of the whole tapestry of one’s life and all the weavings of individual threads frame one to another that creates something.” - Justice Sandra Day O’Connor

Introduction

Chapter four takes the reader on a journey of discovery. Through my lens the reader will see the incredible things I discovered from the seven survey participants and 14 interviewees. O’Connor’s quote above seems apropos for the topic of mentoring and reflects one of the lessons I learned along this journey: Mentors enable mentees to create. From a research perspective Sagan’s quote fit nicely with my personal view of grounded theory.

Reintroducing the Dissertation Focus

This chapter includes an overview of survey results, interview findings (including demographic and participant data) and various coding methodologies, which, led to the development of theory. The purpose of this research was to uncover what constitutes successful mentoring for external, female OD consultants. I met this challenge by utilizing survey and interview methods, by fragmenting the resulting data and bringing it back together to reveal one theory along with some ancillary information that did not fit within the scope of my research but would be perfect for further investigation. Although grounded theory is not linear, this chapter is laid out in a manner to make it easy for the reader to follow. To that end, I presented things in chronological order where possible, and incorporating a bit of grounded theory methodology into the discussion so the reader would not have to refer back to chapter three. Additionally, the evolving

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literature review is intertwined throughout this chapter to provide additional information for the reader to consider. Figure 2 is included to remind the reader where we started.

Figure 2. Dissertation Focus Revisited

Grounded Theory Approach

This chapter has brief discussions of grounded theory woven thru it for several reasons. First, I took the road less traveled and used methods from several grounded theorists instead of focusing on just one expert’s suggested method. Second, I needed to illustrate how my process fits within the framework of grounded theory. Third this research had a social constructionist ontology and an interpretive epistemology, and I was therefore able to leverage my experiences with mentoring and be personally involved in
this work. Grounded theory by its very nature is flexible and I desired to learn as much about this methodology as possible. Therefore, I constantly looked to literature and discussions with my advisor to affirm that I was on track and appropriately making forward progress.

There are several approaches to grounded theory and much debate over the best approach. Glaser, Strauss and Corbin, Charmaz and several others have emerged as the thought leaders in grounded theory but have debated at times as to what exactly is the best approach. I found blending the approaches was most beneficial for discovery. Therefore, the approach used for this study included pieces from each of the theorists mentioned above and included:

1. Survey (see Appendices A and B)
2. Interviews with women who meet the criteria of the research
3. Use of Saldaña’s pre-coding methods to capture “codable moments”
4. Coding using Charmaz, Glaser, Strauss and Corbin Methods
5. Memoing
6. Theoretical Sampling
7. Additional data collection from literature and discussions with professionals as emerging themes were identified in memos
8. Constant comparison of previous data with newly obtained data until saturation was complete
9. Peer reviews with other members of my doctoral program, associates, team members, colleagues, friends, etc.
10. Reviews with Doctoral Chair
The survey took place over two months in early 2010 and interviews took place from summer of 2010 through spring of 2011. The evolution of my research took longer than anticipated due to the illness of my beloved mother and father and their subsequent passing in 2011.

**Evolving Literature Review**

References to literature are sprinkled throughout this chapter. I intentionally weave participant responses with this information to further validate my findings and to provide additional data points for the theory developed. By incorporating the literature in this manner each section stands alone.

**Survey Results**

A survey was created in Survey Monkey™ that used a series of questions to eliminate participants that did not meet my criteria (female, external OD consultants that considered themselves to have been successfully mentored). The survey was emailed to a variety of organization members, posted on LinkedIn® and sent to several universities. I have no way of quantifying how many people saw the survey or received the invitation to participate and ignored or deleted the request. However, 54 people took the survey which resulting in seven people which met the criteria and who were qualified to be potential interview subjects. Data and comments gleaned from the survey were useful in framing initial interview questions. Key learning’s from this survey indicated the following:

- Mentoring is valued.
- All mentors were older than 40.
• Mentors could be peers/colleagues, former managers, practicing OD professional, actively working in business or industry or were considered to be in the C-suite of private industry (CEO, CIO, CHRO, CFO, COO).

• Mentors were identified through previous working relationships, current working relationships, professional associations, school, or through introduction from colleague or friend.

• The duration of mentoring relationship varied from 90 days to eight years.

• Mentors were critical in the early, mid and mature stages of OD work with responses almost evenly split.

• 100% of the successfully qualified respondents said mentoring helped them to become more accomplished OD professionals:
  
  o “Challenged me to expand skill set”;
  
  o “Look at things from a different perspective”;
  
  o “Continually learning from mentor on how to help my clients transform and become more customer and outcome focused”;
  
  o “Helps frame my thinking on how to work with people”;
  
  o “Helps me look at issues systematically”;
  
  o “Learn best practices…”;
  
  o “Offers feedback”; and
  
  o “Reminds me to get back to basics.”.

• Five of the Seven said that mentoring helped them achieve greater financial success.
• Six of the Seven said mentoring improved their professional network and peer groups.

• Five of the seven said mentoring positively impacted their personal lives as well as their professional lives.

• Suggestions for making the mentoring experience even better include:
  o More time to devote to mentoring;
  o Mentor more versed in OD theory and application;
  o Perhaps having a contract and even paying for it would have made the process more disciplined; and
  o Face to face versus phone contact;

• Mentee experience could have been improved by:
  o Clear goals and objectives and metrics;
  o More structure;
  o Formal versus informal; and
  o Longer time together.

• Improvements to the mentoring experience would include:
  o Learned what not to do as opposed to what one ought to do;
  o Better match; and
  o Mentor that modeled OD behaviors

Even though the survey specifically requested only successful mentor experiences a few comments were shared that indicated the mentoring experience was not always positive. From my own experience I know that the mentoring experience range from positive to negative, or anywhere in between. Survey comments indicated that the
attributes of mentors needed to further consideration. From a thorough analysis of the survey results, I developed a hunch that the demographics of mentors were not particularly important which was validated in subsequent interviews. As a result I modified my approach to the interview process and questions and was richly rewarded for taking steps in slightly different directions than the survey.

See Appendix B, which illustrates the survey logic. The survey was designed to disqualify participants. As you review the survey design you will see that people were disqualified if they were men, had not been mentored, had not been mentored successfully, or were not an external OD consultant. The survey was modeled after a sales funnel where you have many prospects, however not all prospects become buying customers I imagined a funnel as illustrated in Figure 3. Much like a sales funnel you have many prospects, however, not all prospects become buying customers. Only women who were external OD consultants claiming to have been successfully mentored fell through the funnel.
Interview Process

Interviewees graciously shared personal stories, discussed at length their experience as a mentee and explained how mentoring impacted their professional and personal lives. As suggested by Wolcott (2005), I continually asked myself the following questions: “Am I making good use of this opportunity to learn what I set out to learn? Does what I have set out to learn, or to learn about, make good use of the opportunity presenting itself?” (p. 83). I made discoveries that suggested that mentors are very important and crucial to the increased success of external female OD consultants.

My role as an interviewer tended towards minimal involvement (meaning that I was not intruding for long periods of time on the interviewee’s life). The longest interview lasted two hours and 45 minutes. Email exchanges were mainly about consent, time of appointment, follow up questions validating their information or to engage in
theoretical sampling. I would estimate that the most time anyone spent directly involved in this study was less than four hours. While the interviews lasted up to 2 hours and 45 minutes, some participants spent up to one to two hours preparing for the interview (which was absolutely not required) and came with a either list of questions for me, or a list of their experiences, or their own definitions and viewpoints. The additional contact and the sharing of the theory with participants after saturation had occurred and the theory emerged typically took less than 10 minutes.

According to Marshall and Rossman (2011), other considerations besides participantness included revealedness; role intensiveness and extensiveness. I was fully open with all participants about the nature of the study and later when participants asked me questions that would not jeopardize the confidentiality of others I honestly responded. One example of revealedness occurred when my first participant asked what I had learned from others. I told her honestly that she was my first interviewee. In addition to complimenting my skills she suggested ways of finding other candidates. She also asked me if I thought I had experienced gender inequity. I told her there were times I thought I was better qualified and should have received job offers over men, but had no way of knowing if there was something brought to the table by males that made their experience more valuable. Since my time with the participants was limited I did not have to face the issues of role intensiveness and extensiveness.

Researchers need to be efficient and organized (Marshall and Rossman, 2011). I always brought the initial interview guide (Appendix E), my interview guideline sheet (Appendix F), memos that contained calls to action for me and the theory in its various
stages of progress to all my interviews. I also researched each participant using Google
and LinkedIn® prior to the interview.

My design was aided a great deal by my advisor Marcia Ballinger, PhD., when
she suggested that I only focus on only external consultants and with successful
mentoring experiences. These boundaries were critical. If the research had been broader
in scope I would have missed the opportunity to focus on these positive experiences and
thus the opportunity to surface the theory that emerged from the data. Logistically I
would have been overrun with data and the number of interviews needed for saturation
would have been greatly increased.

**Interviewee Reactions and Initial Sharing.** All of the participants exceeded my
expectations. There were multiple suggestions on other resources to use (books,
organizations websites, blogs, associations, and potential participants). I was entrusted
with the names of their mentors, very personal information and even financial
information. The participants all stated they enjoyed discussing the positive aspects of
mentoring and one woman said, “it was like reopening a treasured gift – to go back in
time and honor someone who gave the selfless gift of time, expertise, wisdom, friendship
and support” (Personal communication 2010).

All but one interviewee mentioned gender discrimination as something they have
experienced as an external female OD consultant. While some of these memories were
painful – they wanted these stories shared and hoped that OD would “work as intended,
as a democracy of justice and that improvements for all women in the business and
academic settings would be realized sooner rather than later” (Personal Communication,
2011). Many of the interviewees mentioned appreciation for the help they received from their mentors in dealing with these situations.

Many of the interviewee’s mentors had passed away and interviewees paid tribute to these mentors during the interviews. One interviewee mentioned it would be unfair to put her late mentor on a pedestal however her mentor would have certainly appreciated being remembered for her contributions to the interviewee’s career success (Personal Communication, 2011).

_While I was blessed to have several mentors, the mentor that meant the most to me passed away. She was famous in the field of OD, lived the principles of OD and made time for people like me. When I started out I was a sponge for knowledge and she challenged me to learn and grow and to keep up with her. There is not one single day that goes by that I do not think of her and the contributions she made to the field of OD and the very special gift she gave me by being my mentor. She was an active mentor – always seeing what I could do even before I did. I not only lost a mentor when she passed away – I lost a treasured friend who always encouraged me in her tough, no-nonsense way._ (Personal Communication, 2010)

The manner in which past mentors were honored was touching, at times reverent and at other times very personal. I was amazed by the feeling participants had for their mentors and how they let their guard down and shared these deep reflections. I was constantly reminded of the quote from Justice O’Connor that I used to start this chapter – “…we do not accomplish anything alone.”. The word gift was used by all interviewees to describe both mentors that had passed away, superior mentors as well as the mentoring experience
in general. All 14 participants expressed gratitude for the opportunities they received and the fact that mentoring had better prepared them to move forward in their consulting roles.

*The fact that my mentor allowed me first to shadow her, then to be part of the large-scale intervention team, then to fully participate with her in her work was critical to my later success in the field of OD. I was able to experience first hand, what up till then I had only read about.* (Personal Communication, 2011)

In the above instance the mentor gave the gift of inclusion, by allowing the mentee full access to the mentor’s work. It was often stated by interviewees that OD is experiential and seeing it and doing it were very different from reading about it. The interviewees who were able to participate in OD events with their mentor especially appreciated these types of mentoring experiences.

Since I did not initially define terms and employed open-ended questions, I was not surprised when nine of the interview participants asked me some initial questions. The initial questions were basically the same and included: Why did I refrain from defining mentoring, and success? Did I differentiate between mentoring and coaching? What had I discovered on the topic to-date? Had I heard of the Future Search Method or other OD philosophies that discussed paying “gifts” forward? These questions intrigued me and allowed me to ask participants for their definitions of terms which proved to be invaluable in putting together conclusions and findings. Later in this chapter you will find definitions of coaching and mentoring.

The term coaching created some lively dialogue. All of the interviewees mentioned they learned from their mentors and that at some point all mentoring involved
skill building or coaching. As stated by one participant, “the best mentors know when to be a mentor, when to be coach, when to be a counselor and when to be friend” (Personal Communication 2011). Coaching was considered critical by those women who were mentored by skilled OD professionals because of the experiential nature of OD. Mentors who could also coach OD skills were actively sought out. In literature and during interviews, the roles of coach and mentor are often assigned different definitions. Yet, according to participants the best mentor understands what the mentee is missing from a skill perspective and provides insight and if need be experiential learning. In fact many of the women interviewed sought out particular OD mentors for the skills and particular OD subject matter expertise they possessed.

The participants felt the term “successful” was very ambiguous and what was successful to one person may not indicate success for the next participant. Indeed in each interview the participant defined success in terms of tangible and intangible outcomes (which became clearer during subsequent coding iterations). Depending on the interviewee, success in essence meant learning, growing, moving forward, security, and sharing the gift of mentoring.

A few of the participants wanted to know why there were no comparisons of successful mentoring to unsuccessful mentoring, to which I explained the scope of this project and why the focus was only on successful experiences. Three participants quizzed me on grounded theory and asked detailed questions about this methodology. Lastly all interviewees asked how they could assist in my research; they offered to continue to be available, they suggested other participants and they asked for a copy of the dissertation when completed.
Participants valued their mentors regardless of the mentor’s age. Learning from the survey and interview process made it clear that the age of the mentor was not key to mentoring success. I learned during the interview process that mentors ranged in age from their early 20’s to their 90’s. To validate the survey and interview findings on age, I checked in with peers and colleagues. I was repeatedly told that the age of the mentor was of no consequence as long as the mentor was credible and respected. I was told that older mentees had been advised to seek mentors that were younger for reasons, which included: understanding generational differences and learning the value of technical proficiency especially in using social media to generate business (Blogs, Webinars, Skype, WebEx, Go-to Meeting, LinkedIn®, Facebook, etc.).

From interview findings, I discovered that the mentor’s expertise, characteristics, attributes and credibility combined with a positive, professional mentoring relationship were relevant factors in successful mentoring. In addition to age, the race, sex, religion, and nationality of the mentor were not attributes that were considered important by the mentee. Since only one of my participants was a minority, I had a very enlightening peer review with a Black cohort member. Who said,

Mentoring is especially important in corporate settings for minorities so that they may better assimilate into the corporate culture. Minority external consultants have the added burden of going from client to client. Therefore, the experience of the minority mentee may point to other findings.

Through snowball sampling techniques, I tried to find more participants of color. I was unsuccessful in spite of talking with eight minority external OD consultants. These minorities did not qualify for my research because they had never been mentored, or if
they had it was not a successful experience. Because of this I would suggest that others consider further research on minority external female OD consultants and the importance of mentoring.

The only data from a minority candidate came from the one person of color I interviewed. She stated,

*I never let age, race or gender stand in my way. It never has. I have never felt discriminated against or treated unfairly. I know in part that is because of my optimistic personality and also where I choose to work. I also refuse to let other people define me – that would limit my potential.* (Personal Communication, 2011)

Out of all the participants she was the only one who did not mention gender inequality. She instead mentioned ways to make things better. She was one of the most positive individuals – I encountered. In her view the world is your oyster, the glass is half full, you are collecting additional delicious rainwater, there is no dehydration and every day your glass is filled to the brim. In her mind metaphorically speaking there is no need for anyone to go thirsty because there is no shortage of opportunity.

Participant reactions to the interview process were very positive. As a researcher, I became energized by their stories and learned many valuable lessons from how they approached mentoring and what made it successful. As I was doing this research, I was learning to say goodbye to my first mentors, my parents. Through this process and this research I was able to honor their memory, the gifts they provided and move forward certain that somehow they will know that I have carried on in large part because they did
not raise quitters and because they worked to ensure that all of their children had opportunities to reach their potential.

**Demographics from interviews.** As a researcher I was naturally interested in the demographics of my interview participants, and I was therefore propelled during interviews to collect demographic data for analysis. Figure 4 gives an example of how I used flip charts to memo and create constant and continual comparisons with previous participant information. Figure 4 was the genesis for Table 3. Figure 4 depicts two flip charts out of 20 similarly related flip charts on demographics, previous careers, time in OD, etc.
Figure 4. Memos on Participant Demographics – Genesis for Table 4.
Table 3 identifies each interviewee by a randomly assigned number and provides the following information: Age, race, location, education level, years of external OD experience, prior careers, and number or approximate number of mentors throughout their lives. The last row includes ranges for each heading where appropriate.

Table 3

*Participant Demographics and Information from Interviews*

<table>
<thead>
<tr>
<th>Part.</th>
<th>Age</th>
<th>Race</th>
<th>Loc</th>
<th>Education Level</th>
<th>Years of Exp.</th>
<th>Prior Careers</th>
<th># of Mentors</th>
</tr>
</thead>
</table>
| 1*    | 65  | White| MN   | Master’s + U of M OD certification | 24            | • Montessori Teacher  
• Quality Manager  
• Various Corporate Jobs | Four        |
| 2     | 55  | White| MN   | Bachelors + Graduate level course work | 11            | • Speech Language Pathology | Too numerous to count but discussed four mentors and two – “anti – mentors”. |
| 3*    | 62  | White| MN & CA | Doctorate and JD | 40            | • Attorney  
• Community Organizer  
• Author  
• Professor | Too numerous to count but discussed six mentors and one – “anti – mentors”. |
| 4     | 59  | White| CA   | Masters         | 9             | • Many careers                  | Two         |

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<table>
<thead>
<tr>
<th>ID</th>
<th>Age</th>
<th>Race</th>
<th>Gender</th>
<th>Education</th>
<th>Years</th>
<th>Mentors</th>
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<tbody>
<tr>
<td>5</td>
<td>64</td>
<td>White</td>
<td>MN</td>
<td>PhD</td>
<td>29</td>
<td>4</td>
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<td></td>
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<td></td>
<td>Curriculum Development, Government, Academic, Internal OD, Too numerous to count but discussed four mentors.</td>
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<td>6</td>
<td>55</td>
<td>White</td>
<td>TN</td>
<td>PhD</td>
<td>20</td>
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<td>Professor 2 and 1 anti-mentor.</td>
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<tr>
<td>7</td>
<td>50</td>
<td>African American</td>
<td>MN</td>
<td>PhD</td>
<td>17</td>
<td>4</td>
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<td></td>
<td>Music Educator, Chairwomen of Music Department, Manager of Corporate Affairs, Manager of Marketing, Too many to mention - fluid - in &amp; out of mentoring relationships but reviewed four</td>
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<tr>
<td>8</td>
<td>54</td>
<td>White</td>
<td>OR</td>
<td>Master’s + NTL</td>
<td>20+</td>
<td>6</td>
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<td></td>
<td>Technology, Communication, Project Management, Too numerous to mention but reviewed six during interview</td>
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<tr>
<td>9*</td>
<td>64</td>
<td>White</td>
<td>MN</td>
<td>PhD</td>
<td>20+</td>
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<td></td>
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<td>Psychology (therapist), Banking, Seven</td>
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<tr>
<td>10</td>
<td>54</td>
<td>White</td>
<td>MN</td>
<td>EdD</td>
<td>21</td>
<td>3</td>
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<td>HR /Training and, Three</td>
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</table>
Most of my interviewees were baby boomers (born from 1946 to 1964), had from two to 40 years of external OD consulting experience, resided in one of four states and all participants had prior careers before becoming external OD consultants. 13 interviewees had more than one mentor. Participant number 13 only had one mentor but her mentoring relationship lasted 25 years! Three of the interviewees had significant international experience outside of Canada and Mexico.

**Validating Findings From Demographic Data.** Using the memoing process to constantly compare and sort the data as shown in Table 3, discoveries were made which

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<td>11</td>
<td>41</td>
<td>White</td>
<td>MN</td>
<td>Masters, EdD in process</td>
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<td>Development</td>
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<td>12</td>
<td>53</td>
<td>White</td>
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<td>Bachelors</td>
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<td>13</td>
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<td>14</td>
<td>53</td>
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<td>MN</td>
<td>JD</td>
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<tr>
<td>Ranges</td>
<td>41 to 65</td>
<td>White</td>
<td>MN</td>
<td>-10, OR - 1, TN -1, CA -2, From BA’s to Terminal Degrees as JD, PhD, EdD. Some had NTL &amp; Certification.</td>
<td>2 – 40 years of external OD exp.</td>
<td>One</td>
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<td></td>
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<td>1 Black</td>
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*Note. *indicates international experience; NTL = National Training Laboratories; participant numbers randomly assigned.

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lead both to theoretical sampling and targeted peer reviews. To ensure findings would hold up with different generations, I reached out to classmates during this process who were Generation X (born between 1965 and 1980) or Millennials / Generation Y (born between 1981 and 1995) and shared my research. This took place throughout 2010 and 2011. Based on further conversations with peers, interview subjects, advisors and others I learned that mentees of all ages valued mentors at each stage of their career.

Women of color also valued mentoring and thought it more important for diverse consultants than for others. I dialogued with four women of color at the National SHRM convention in Las Vegas in June of 2011. They stated that mentoring is the most important tool for minority consultants. One of them mentioned the mentoring relationship between Maya Angelo and Oprah Winfrey and declared, “it is the wise woman who reaches out and finds the right mentor in order to achieve success in the competitive consulting business” (Personal Communication, 2011). If Oprah needed a mentor in her life, certainly every women of color could benefit from one or more mentors.

**Dyadic Relationship.** During the interview process I started to consider the initial relationship between the mentor and mentee. There is the mentoring process itself, which needs to be managed, as well as the actual mentoring of the mentee. Regardless of how the interview labeled the mentoring relationship (formal, informal, naturally occurring or accidental), something happened within the relationship between mentor and protégée. What happened between the two parties as they started the mentoring process? How did that look and feel for the two parties: mentor and mentee? From my own experience,
based on the interviews and survey results, I envision it looking like the picture in Figure 5.

I knew that mentoring was going to make a huge difference in my life and my life’s work only if I participated fully. I wanted a relationship that was mutual, I wanted to be able to give feedback as well as receive it. I wanted my mentor to get something positive out of the relationship as well. (Personal Communication, 2010).

**Successful Mentoring of External Female Consultants**

![Image](image_url)

*Figure 5. Initial View of Relationship Between Mentor and Mentee.*

**Pre-Coding Phase Using Saldaña’s methods.**

“In qualitative research the goal is not to count things but to “fracture”” (Strauss 1987, p.29) the data and rearrange into categories that facilitate comparison between
things in the same category and aid in the development of theoretical concepts (Maxwell, 2005). Table 4 is a table of transcribed data and initial thoughts based on the transcripts, notes, memos and taped information using Saldaña’s methods. This includes bolding and underlining certain text as well as capturing notes as found in the right hand side of the table. Table 4 was created for all participants. For illustrative purposes, I only provided part of one participant’s data.

Table 4

Raw Data – First Round of Coding

<table>
<thead>
<tr>
<th>Subset of Raw Data from Interview</th>
<th>Original Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women do have a harder time to get bigger jobs. Women can leverage <strong>mentoring</strong> and women with male mentors may have more doors open. Males make X % more in this market for same work. <strong>Old boys network</strong> alive and well in C suite.</td>
<td>Gender Issue – harder to get big jobs. If you have a male mentor or male partner it is easier to get in the door. Know first hand male counterparts make X% more. Old boys network.</td>
</tr>
<tr>
<td>One day I woke up and realized that I was one of the people that other people were looking to for advice. I turned from <strong>protégée to wise counselor</strong>. So as a mentor I worry that I may steer people wrong. I thought there would be a day and I would know it all but I don’t feel that way myself. I still have all the questions and not all the answers but others look to me. You evolve and then it is like oh I have <strong>morphed</strong> again.</td>
<td>Paying it forward but carefully. Still seeking and being reflective. Evolution. Morphing. Wise Counselor. No one has all of the answers.</td>
</tr>
<tr>
<td>I define mentoring as in essence <strong>the wiser more experienced</strong> person who guides you through learning a field or a process. I think you can have a mentor who helps with interpersonal skills and you can have another mentor who helps with your business acumen. It is a guiding process and it capitalizes on what you already</td>
<td>Defining mentor as wiser person who guides you through a learning process. Can have multiple mentors with multiple SME. Mentor big picture person. Strategic.</td>
</tr>
</tbody>
</table>
It is not a teaching process. Teaching is more for beginners. I think coaching is different in that it is skill sets and helps you develop better conflict resolution skills. The mentor is the big picture person. Mentor helps you get ready for the next step in your career or life. The difference between training and professional development. Training is skill for a job you are in. Education is skill development for future jobs and professional development is developing the whole person. Mentoring is more like professional development it is more the whole person. However, sometimes since OD is experiential your mentor in areas of practice to which you have little or no exposure may coach you.

Back to successful mentoring experience – it worked due to back-to-back experiences and fairly often I go back to what I learned from her quite often. It was a fairly narrow area she helped me. She could not mentor me as external OD. She did not have that skill set or experience. We continued the relationship. She helped me think about big picture things. She ended up leaving and became certified as executive coach.

I then ended up mentoring her as she set up her own practice … She was very helpful in certain areas of my development. I do believe in multiple mentors based on what you need.

Sometimes being an external OD consultant can be fairly lonely. Certainly having the ability to talk with someone like a mentor is good. Important to have trust and be able to maintain confidentiality. The loneliness has not only to do with confidentiality. It has to

Coaching/Teaching different but may be ok with OD as OD is so experiential and you may not have the opportunity to practice or see some part of an OD intervention without coaching and skill transfer coming from a mentor.

Mentor helped as she saw big picture. Her lessons have lasted a lifetime and I go back to those experiences. Even though she mentored me on a narrow area – she helped me.

I ended up mentoring her on consulting business when she left firm to start a coaching business. Pay it forward.

Mentors can help with loneliness of OD external consultant role. Ability to talk to someone while maintaining confidentiality of client is so valuable. Loneliness occurs not only because of confidentiality but also due to the design of intervention. Having someone as a sounding board is great.

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do with the fact that I need to design an intervention that will accomplish certain things and I just feel blank. How can I drum up ideas? You don’t necessarily have to call someone. I think this is great when you can help others. You know it will come back to you. Need to keep up networking with groups that will meet your needs. Call people and have lunch and keep network up. Being open to take calls and being willing to find people who will have beneficial impact on your life and hopeful you on theirs. If not you **must pay it forward.**

Need to develop your **own philosophy** and need to understand that truly what goes around comes around. My philosophy is that if I give away too much and I end up penalizing myself so to speak it will come back to me in some positive way because I gave rather than took. The idea of sharing and risking is important.

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Table 4 was an important milestone in my journey. By using Saldaña’s methods I became comfortable with the data. I used this method for each transcribed interview and I began to see certain patterns repeat: definitions were often provided by participants; I heard about the importance of mentors; the characteristics that made the mentoring experience successful; as well as learning about a number of gender based problems. From the first interview to the last I heard words like abundance, karma, and paying the gift forward.

I used Microsoft Excel too make the data easier to arrange and rearrange. Using Microsoft Excel I began to code using multiple methods, fracturing data and bringing it back together. I sorted, searched and counted various words. I created the following nine tables this way:
• Table 3 provided demographic data

• Table 4 provided a look at the data using Saldaña's methods (while I only provided a sample but this was done for every interviewee)

• Table 5 provided coding using gerunds from the Charmaz school of thought

• Table 6 provided a look at focused coding

• Tables 7 and 8 used Glaser’s coding methods and in Table 8 the data was sorted alphabetically by Glaser’s codes

• Table 9 and 10 used Corbin and Strauss coding methods and in Table 10 the data was sorted alphabetically by the codes of Corbin and Strauss.

• Table 11 is looked at gender inequality responses

Tables 5 through 10 used truncated, abbreviated data to condense the tables to a manageable size while still documenting the effort required to effectively code data from 14 interviews and seven survey participants and then tie it back together again in a new and meaningful way.

Memos

After each interview, after each transcription and review of my notes, I created memos. Figure 6 illustrates the memo I wrote after interviewing participant 6.
Memo: After participant 6 interview

Participant was pleasant, mentioned several topics/themes/categories heard in previous interviews. Mentioned mentor characteristics, the mentor-mentee relationships and what transpired in her life as a result of participating in a successful mentoring experience. Key characteristics for mentors included wisdom, credibility, skilled, political, and ethical. Relationship list included mutuality. Second person to mention anti-mentors - considered them credible. Successful experience in that she learned how not to run her business and she learned how to justify a bill rate, gained increased confidence and desired to continue to learn and grow.

Follow Up Items/Action Items

Check if she agrees with list of mentor characteristics compiled and required for successful mentoring. Review relationship with mentors and ask her if possible to delineate between tangible and intangible outcomes. Ask her to further elaborate on anti-mentors she discussed.

Developing Theories

Some things do not matter in relation to the research question and are ancillary at best including: Demographics of mentor, number of mentors, anti-mentors, and how mentoring is labeled (formal, informal, etc.). The first part of the theory I considered related to the research question has to do with the characteristics of the mentor. The second part of the theory was the relationship with the mentor. The third part of the theory deals with how success is visualized.

**Figure 6. Memo Created After interview with Participant Identified as Number 6.**

My memos were also calls to action. What ought I do next? Did the interview stand on its’ own? Did it validate or invalidate previous findings? Was it similar to other interviews or was it introducing new themes or categories for me to consider? Was my theory “jelling” or “dissolving”? Memos were completed on post-it notes, typed after each interview was completed, tape-recorded as thoughts entered my mind, scribbled in margins of drafts, articles and books. Through this process my emersion in the data was complete.

**Drawings.** Through the use of memos – I honed in on theory and also followed some tangential threads that lead nowhere. I also used drawings to help me conceptualize my findings. Figure 7 was designed after interview seven and too many memos to count.
Figure 7. Theory Created After Completion of Seven Interviews and Multiple Memos.

Figure 7 was an attempt to demonstrate how two people came together during the mentoring process, how the relationship was grounded in mutuality and how over time, through gained wisdom and experience the mentee often became a mentor herself. I saw in this figure something very similar to feedback or communication diagrams. I liked this model because it fit with the phrase, “coming full circle”. All of the interviewees later become mentors themselves; a few like participant six became a mentor to one of her own original mentors. For a while I played with the idea of pyramids to depict the mentoring relationship. Figure 8 was an attempt to illustrate that at the core you have two individuals who need to create a relationship based on mutuality if there is going to be a successful mentoring experience. While this graphic looks more scholarly than Figure 7,
it does not reflect the overlapping characteristics of successful mentoring nor does it
depict the pay it forward feature so often expressed during interviews. By having
successful mentoring at the top of the pyramid you do have a diagram that demonstrated
that not all mentoring experiences are successful.

Figure 8. Theory Created After Completion of Seven Interviews and Multiple Memos.

I used flip charts to capture data in different and unique ways to add my
understanding. Just as I used Microsoft Excel to look at data differently and create tables,
I used flip charts to see the big picture and to create figures that could represent emerging
themes and theory. See Appendix H for copies of flip charts. These flip charts, memos,
the use of post-it notes, scribbles in margins, in books, and on drafts of the dissertation become invaluable tools as I forged ahead.

**Emerging Themes**

Byrne (2000), as referred to in Burnett (2003), stated that theory starts to emerge when the following characteristics are noted: themes reoccur frequently, links occur to various data through constant comparison, information gleaned has an explanatory function, discoveries have implication for formal theory and becomes more detailed.

Writing became an iterative process as was checking in with peers and advisors and even calling a few participants back for further information. Once I had completed initial or open coding of an interview, I wrote memo’s that assisted in the analytic process. As I completed more interviews and more coding, I compared new data to previous data looking for any points of convergence or divergence. I was always looking for contrary evidence to ensure that data was grounded in the thick, descriptive data collected.

Each piece of data was compared to previously collected information as I looked for emergent themes and determined when I had collected enough data and reached saturation. Charmaz (1983), described the process as coding, focused coding, memo writing, theoretical sampling and states that they are overlapping and not linear. For the most part, I followed Charmaz’s process with the addition of pre-coding, and also using methods from Glaser and Corbin and Strauss.

This research question focused very narrowly on women who were external OD Consultants who stated they had been successfully mentored. The terms success and mentored were deliberately not defined in the interview questions or initial conversations.
with participants to determine what could be learned. Most participants defined the terms, success, mentor, mentee, themselves during the interview and their definitions will be shared later. Not defining terms and letting participants come to their own conclusions about the meaning is in keeping with the social constructionist view of grounded theory and interviewee responses were compared with survey respondents, every other interviewee’s response and with literature.

I used ideas from a variety of grounded theorists in order to truly immerse myself in the process. This extra work was well worth it as it helped in the formulation of theory, in the constant comparisons of data and in determining when saturation was reached. The first coding involved getting to know the participants by going through the demographic data that is depicted in Table 3 and in completing the initial coding represented in Table 4.

At this point in the research two themes were emerging from the data; that both the mentor’s characteristics and the mentoring relationship itself were vital to what constituted successful mentoring. Other themes emerged but did have as much traction or as many participants supporting these themes. These preliminary ideas, later proved to not be themes and are discussed later.

**Coding Phase I - Charmaz Methods**

Next I moved to the use of gerunds because they prompt action and pave the way for making connections and seeing patterns in the data (Charmaz, 2006). Using gerunds I was able to better define relationships. Table 5 is a view of truncated data using gerunds as suggested by Charmaz.
**Discarded Themes.** Note that the highlighting in the first four rows of Table 5 indicates topics that had no bearing on what constitutes successful mentoring of external female OD consultants and had no bearing on this research. This was validated via theoretical sampling, peer reviews and later interviews. The topics in these four rows did not advance my research purpose are noted below:

- Type of mentoring (formal, informal, structured, unstructured, through a program like Menttium®, accidental, purposeful etc.) or the form of mentoring or even the label used for the process of mentoring makes no difference. Some women would prefer to do away with the label as they view mentoring as a gift pure and simple.

- All but one of these women had multiple mentors – having multiple mentors enriched their lives but each mentoring relationship was judged solely on its own merit. There is the desire by many women to have multiple mentors however, having multiple mentors or having a mentor considered an anti-mentor makes no difference to these women as long as the mentors possess the characteristics and the mentees realize the outcomes in the eight codes mentioned in the preceding section.

- The age, sex, subject matter expertise, race, and physical location of the mentor did not matter. The qualitative relationship was more important than background, demographics or location.

- Four women mentioned having “anti-mentors” and several women mentioned having mentors that they did not always like. However, as long as something
was learned and development occurred they surprisingly still classified these experiences as successful

- The OD network and other professional associations are realizing the importance of mentoring and often create “mini” mentoring events to assist women at national conferences. Many of the women interviewed participate in peer groups, networking meetings, roundtable discussions, continuing education, and learning communities as ways to continue to learn and grow and develop a reflective practice. Mentored women go forth and interact with others in new and creative ways – yet this did not advance answering the research question and was not mentioned in all of the interviews

As an ancillary side topic related to credibility the four women who said they had anti-mentors, mentioned that others considered these anti-mentors themselves credible with serious “name” or “brand” recognition. They learned what they did not want emulate from these mentors in their own practice. Examples like this were provided, “From my parents I learned both what kind of parent I want to be and what kind of parent I did not want to be” (Personal Communications, 2011). From these particular mentors they were essentially saying that while they learned a great deal – it was however, more in the vein of what kind of OD professional they did not want to be or become. But let us not forget that the mentees considered these successful experiences because of opportunities, learning’s, and the ability to meet other OD professionals. Not one of them would have traded the experience.

Six participants mentioned that mentoring takes many forms. One participant stated,
I don’t even like to put a label on it...be it formal, informal, long-term, short-term, naturally occurring or formally arranged it makes no difference. It is still a gift. This gift can come from many sources including bosses, peers, family members, associates, OD professionals, business professionals, even younger people with generation differences and technical skills. (Personal Communication, 2011)

Table 5

Use of Gerunds from Truncated Raw Data

<table>
<thead>
<tr>
<th>Raw Data from Notes, Interviews, Theoretical Sampling, Survey Results and Comments</th>
<th>Charmaz - Gerunds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-mentors happen but yet you can learn from them.</td>
<td>Disaffirming, Avoiding, Doubting, Disgusting, Despairing, Learning from Bad Example</td>
</tr>
<tr>
<td>Mentoring is fluid and can take many forms. Rigid definitions will get in the way. Some mentoring is formal, some is informal, some occurs naturally, some you may pay for, some mentors you will seek out, some mentors will be anti mentors but yet you will learn. Don’t get hung up on the label of mentoring or coaching. Seek knowledge, create sharing, and make your own legacy. Find others that can build on your strengths and help you find your passion. Identify your weaknesses but let your strengths do the lifting.</td>
<td>Complimenting Building, Bridging, Sharing, Strengthening, Learning</td>
</tr>
<tr>
<td>More than one mentor (60 mentors were mentioned by the 14 women interviewed – the range was from one to six with a few women saying the mentors in their life were too numerous to mention).</td>
<td>Multiplying, Increasing, Prospecting, Visioning, Searching, Satisfying</td>
</tr>
<tr>
<td>Age, Sex and SME of mentor does not matter. In survey all mentors were over 40. In interviews mentors ranged from early 20’s to 90.</td>
<td>Categorizing</td>
</tr>
</tbody>
</table>
Mentor created and encouraged a reciprocal relationship by honoring mentees knowledge, gifts and wisdom. Encouraged mentee to maintain a sense of innocence by never assuming and asking questions. Mentor was open to feedback both on mentoring process and work product. Mentor was willing to work with me and also willing to create products we co-owned or co-authored. Turned into partnership. Sometimes mentee became mentor!

Pay it forward, believe in abundance versus scarcity model, and share what you know with others. Don’t be afraid if others “steal your work”, OD requires that we collaborate and put our work out there to see if it adds to the body of the field of OD. Share your gifts, live the principles of OD. Give people the gift of you and you will gain the gifts they have. Every connection good/bad/neutral is a worthwhile because you learn. Create a legacy by sharing. Mentees find themselves mentoring others. At church, at client companies, within professional associations, within classrooms, within OD, within their subject matter area. So it comes full circle.

Many discussions about gender inequality which will be discussed in later section – mentor helped pave the way when possible. Cleared path when needed, did blocking and tackling behind the scenes, promoted me to clients, promoted me inside the consulting firm, influenced others to be accepting of mentee an give them an opportunity, helped mentee gain entry, introduced me to influential people, helped make connection, taught me how to mentor and pointed out other potential mentors who could assist me in continuing my journey.

Mentor was knowledgeable in subject matter and taught the following to mentees: Appreciative Inquiry, Future Search, World Café, Human System Dynamics, Chaos Theory, Financial Management, Use of Technology, Use of Social Media, How to Price Work, how to contract, how to develop proposals, how to network, facilitation, role play, OD process, large scale change, OD models, design team, MBI, History of OD, Theory of OD, ethics of OD, Helped me set up consulting practice, instructed me on so many things…

Supporting, Encouraging, Co-creating, Willing, Partnering, Mutually Satisfying, Relating, Overlapping, Benefitting

Energizing, Creating Good Karma, Creating Positive Vibes, Creating Abundance, Giving Gifts

Progressing, Thinking Affirming, Encouraging, Helping, Removing Barriers, Advocating, Supporting, Championing, Advertising, Blocking and Tackling, Introducing, Connecting

Coaching, Teaching, Instructor, Transferring Knowledge and Skill, Educating, Communicating, Explaining, Clarifying, Demonstrating
Mentor is respected in Subject Matter, is respected, and is someone that has wisdom that is valued by mentee. Additionally some people mentioned that they were lucky enough to have famous OD people as mentors or mentors that worked in Marque consulting firms, were published or well known or connected me to these people….

Mentoring experience was transformative – made me who I am in. Helped me make hard choices, gave me courage, improved my skills, philosophy, outlook, and perspective. Made me reflective. I was personally changed and transformed in professional and personal ways. Saw in me what I did not see in myself, gave me confidence, believed in me even when the chips were down, supportive, treated me like family, saw potential, developed high standards for me then encouraged me to reach them. Pushed me to continue education (BA, MA, Doctoral) and to get involved in professional networks and certifications, Encouraged experimentation, risk, and always there for me. Kindred spirit. Gave me the push needed but was there to help with problems and to help right things when failure occurred. Valued my talents. Became consultant because I had good mentor(s).

Taught solid principles in subject matter area. For example: avoid buying into client culture, serve the whole system, ok to show up imperfect as long as you are always genuine and authentic. Continue to learn and never stop. Don’t become obsolete. Learn via books, seminars, professional networks, associations, classes, volunteer work, chamber meetings, and rotary meetings, take on volunteer work, develop peer groups. Gave me permission to be the best me I could be. Give clients credit. Maintain continuous relationship with client, don’t burn bridges, learn who has the real power, read between the lines, find the person responsible for the project and create learning opportunities for them, remember people and their stories in their own language, learn how to read psychological an sociological clues, pay attention to what you say and don’t say, pay attention to what you do and don’t do, let clients take the lead and give them the credit, when possible avoid coming in through lower levels of HR, Learn when details versus big picture is important,

Leading with Credibility, Stewardship and by Example

Transforming, Changing, Growing, Inspiring

Providing Wisdom, Intelligence, Knowledge – Wise Sage, Enjoying Work, Changing, Learning, Advising
know when you are not right for the job. Don’t be afraid to fire the client or suggest someone with better skill set for the job, Learn how to manage client process and expectation, ask good questions, bring it all together artfully and wrap it up with a bow. Ensure contract has follow up provisions. Work has to be fun, you must work in area you are passionate about, ensure you have balance. When working on technical changes remember the technology only fails when the people have failed. Remember no matter the size of the organization any change is still hard and politics exist, as do covert processes. Ask good questions, take copious notes, and show up professionally attired for the job.

Acted as counselor, confidante and affirmed mentee gifts. Assisted with perspective generates. Encouraged dialogue and mutuality, wanted to create legacy by transferring wisdom and sharing what was learned. Participated in fierce conversations and debate. Encouraged dialogue and mutuality, wanted to create legacy by transferring wisdom and sharing what was learned. Participated in fierce conversations and debate. Encouraged dialogue and mutuality, wanted to create legacy by transferring wisdom and sharing what was learned. Participated in fierce conversations and debate. Grounded conversations in the situation at hand. Created learning opportunities. Often used Socratic type questions to make me think. Also instilled in me the self as instrument critical component of OD, forcing me to examine my life and be reflective through dialogue and questioning process. Grounded conversations in the situation at hand. Created learning opportunities. Encouraged dialogue and mutuality, wanted to create legacy by transferring wisdom and sharing what was learned. Participated in fierce conversations and debate. Grounded conversations in the situation at hand. Created learning opportunities. Also instilled in me the self as instrument critical component of OD, forcing me to examine my life and be reflective through dialogue and questioning process.

| Counseling | Generating | Questioning | Reflecting |

Table 5 was instrumental in looking at action words and applying them to the data that emerged from the interviews. The use of gerunds improved my ability to be clear about themes and to see saturation. As seen in Table 5 many of the gerunds have to do
with the characteristics of the mentor and the relationship between the mentor and mentee. I started to build confidence in the themes identified. Gerunds that continued to show up included: leading, teaching, coaching, counseling, instructing, transferring skill and knowledge, advocating, removing barriers, creating positive energy, mutually satisfying, supporting, energizing, giving, affirming, transforming, and providing wisdom, etc. These gerunds fit neatly into the two themes identified that of mentor characteristics and that of the relationship between mentee and mentor.

**Coding Phase II - Focused**

Table 6 is a more focused view of the data and provided yet another way to look at the data. I have included counts/frequency in Table 6 not because this is required in qualitative analysis but because it helped me focus and understand commonalities and differences.
Table 6

*Focused Coding with Counts*

<table>
<thead>
<tr>
<th>Raw Data</th>
<th>Axial: Focused Coding</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor created and encouraged a reciprocal relationship by honoring mentees knowledge, gifts and wisdom. Encouraged mentee to maintain a sense of innocence by never assuming and asking questions. Mentor was open to feedback both on mentoring process and work product. Mentor was willing to work with me and also willing to create products we co-owned or co-authored. Turned into partnership. Sometimes mentee became mentor!</td>
<td>Symbiotic Relationship and Mutuality</td>
<td>14/14</td>
</tr>
</tbody>
</table>

Pay it forward, believe in abundance versus scarcity model, and share what you know with others. Don’t be afraid if others “steal your work”, OD requires that we collaborate and put our work out there to see if it adds to the body of the field of OD. Share your gifts, live the principles of OD. Give people the gift of you and you will gain the gifts they have. Every connection good/bad/neutral is a worthwhile because you learn. Create a legacy by sharing. Mentees find themselves mentoring others. At church, at client companies, within professional associations, within classrooms, within OD, within their subject matter area. So it comes full circle.

Many discussions about gender inequality which will be discussed in later section – mentor helped pave the way when possible. Cleared path when needed, did blocking and tackling behind the scenes, promoted me to clients, promoted me inside the consulting firm, influenced others to be accepting of mentee an give them an opportunity, helped mentee gain entry, introduced me to influential people, helped make connection, taught me how to mentor and pointed out other potential mentors who could assist me in continuing my journey.

Mentor was knowledgeable in subject matter and taught the following to mentees: Appreciative Inquiry, Future Search, World Café, Human System Dynamics, Chaos Theory, Financial Management, Use of Technology, Use of Social Media, How to Price Work, how to contract, how to

Karma (21), Mentees transform to Mentor (10)

Advocates for women (15/14), Champion Proponent (17/14)

Coaching, Instructing 60/14

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develop proposals, how to network, facilitation, role play, OD process, large scale change, OD models, design team, MBI, History of OD, Theory of OD, ethics of OD, Helped me set up consulting practice, instructed me on so many things.

Mentor is respected in Subject Matter, is respected, and is someone that has wisdom that is valued by mentee. Additionally some people mentioned that they were lucky enough to have famous OD people as mentors or mentors that worked in Marque consulting firms, were published or well known or connected me to these people. Mentor modeled behavior, walked the talk, showed up professionally, aspired to be like mentor, and demonstrated the best in class of subject matter area. Servant leadership style – like Gandhi – be the change in the world you wish to see. Helped me create something new, clear about what was important, high integrity, high set of moral principles and values, Collin’s level five leader, strong work ethic, acknowledged me, provided guidance and support, encouraged me, lifted me up, truly the wind beneath my wings, avoided judgment, willingness to meet me where I was and serve my needs to make me a better external OD consultant. Mentor was steward of our relationship. Our relationship and my success were important to the mentor and he/she cared enough to stick with me through some period of time.

Mentoring experience was transformative – made me who I am in. Helped me make hard choices, gave me courage, improved my skills, philosophy, outlook, and perspective. Made me reflective. I was personally changed and transformed in professional and personal ways. Saw in me what I did not see in myself, gave me confidence, believed in me even when the chips were down, supportive, treated me like family, saw potential, developed high standards for me then encouraged me to reach them. Pushed me to continue education (BA, MA, Doctoral) and to get involved in professional networks and certifications, Encouraged experimentation, risk, and always there for me. Kindred spirit. Gave me the push needed but was there to help with problems and to help right things when failure occurred. Valued my talents. Became consultant because I had good mentor(s).

Taught solid principles in subject matter area. For example: Wise Sage

| Facilitating Transformat ive Change Experience (14) & Inspiration Provider (51) |
| Credibility 60/14 |
| Mentors Lead by Example (14), Steward (32) |
| Wise Sage 75/14 |
avoid buying into client culture, serve the whole system, ok to show up imperfect as long as you are always genuine and authentic. Continue to learn and never stop. Don’t become obsolete. Learn via books, seminars, professional networks, associations, classes, volunteer work, chamber meetings, and rotary meetings, take on volunteer work, develop peer groups. Gave me permission to be the best me I could be. Give clients credit. Maintain continuous relationship with client, don’t burn bridges, learn who has the real power, read between the lines, find the person responsible for the project and create learning opportunities for them, remember people and their stories in their own language, learn how to read psychological an sociological clues, pay attention to what you say and don’t say, pay attention to what you do and don’t do, let clients take the lead and give them the credit, when possible avoid coming in through lower levels of HR, Learn when details versus big picture is important, know when you are not right for the job. Don’t be afraid to fire the client or suggest someone with better skill set for the job, Learn how to manage client process and expectation, ask good questions, bring it all together artfully and wrap it up with a bow. Ensure contract has follow up provisions. Work has to be fun, you must work in area you are passionate about, ensure you have balance. When working on technical changes remember the technology only fails when the people have failed. Remember no matter the size of the org. - on any change is still hard and politics exist, as do covert processes. Ask good questions, take copious notes, and show up professionally attired for the job.

Provided feedback, affirmed mentee gifts, gentle with constructive criticism, golden opportunity when mentor could see mentee in action, next best was listening to mentee detail situation, provided perspective and probed for other ways to look at work product. Encouraged dialogue and mutuality, wanted to create legacy by transferring wisdom and sharing what was learned. Participated in fierce conversations and debate. Grounded conversations in the situation at hand. Created learning opportunities. Often used Socratic type questions to make me think. Also instilled in me the self as instrument critical component of OD, forcing me to examine my life and be reflective through dialogue and questioning process.
Table 6 ended up with eight focused codes or sub-themes after hours of sifting through memos, transcripts, coding incident-by-incident and using flipcharts and diagrams to summarize key learning from coding. At this juncture I still had two major themes: the mentor’s characteristics and the mentor and mentee relationship. While I counted the number of occurrences for each functional code (this is absolutely not necessary in qualitative research), because I was interested in determining how many of the participants were in agreement on various topics. Where the count is equal to 14 it means all 14 participants were in agreement. When the count was greater than 14, some of the participants were discussing multiple successful mentoring experiences.

Four individuals mentioned they had successful experiences even though they had anti-mentors. Note they also had other successful mentoring experiences they discussed. All four individuals gave examples similar to this one,

*From my parents I learned what kind of parenting skills I wanted to emulate and what kind of parenting skills I wanted to avoid. Having an anti-mentor was still a great learning experience and individuals have the choice as to what they avoid and what they emulate.* (Personal Communication, 2011)

All four women said they would not have traded the experience with any of their mentors including the “anti-mentors” and the benefits derived from the anti-mentors outweighed any of the negativity.

Six individuals mentioned that mentoring takes many forms. One woman stated,

*I don’t even like to put the label on it...be it formal, informal, long or short term, naturally occurring, or from a boss, a peer, a family member, a respected OD professional what they are giving me is a gift. Where people spend their money*
and their time speaks loads about their values. The people that helped me along the way will never be forgotten and always appreciated! (Personal Communication, 2011)

13 of the 14 participants mentioned that they had multiple mentors throughout their OD journey. Some mentors helped with OD, some helped them get launched, some helped them with the business end, some helped with marketing, some were advocates, some were sounding boards and some had a certain skill set that they shared with their mentee. While literature may refer to this as coaching or instructing all of the participants included it as part of the mentoring process. To the mentees this type of coaching was a vital subset of the successful mentoring experience. Learning from mentors was considered a perk because OD is experiential and while theory is important – being able to do OD in a professional manner requires practice, feedback, confidence, and skill.

To be sure, I earned the right to work with my mentor. First I was the all around organizer and bag carrier, then I was trusted to transcribe flip charts, then I was trusted to be part of the set-up and advance team, then I was trusted to handle some small group work, then I took over sections of the large group work and then and only then was I trusted to manage the whole large scale intervention from start to finish. There is not enough money to pay for this type of experience. It was an adventure of a lifetime – I was able to travel internationally and do meaningful OD work with a master who taught me and then let me prove myself. Nothing I did in graduate school prepared me as well as these experiences for which I will ever be grateful and always look back on with pride in self. (Personal Communication, 2010)
All 14 interviewees were adamant that the demographics of the mentor were immaterial as long as they achieved a relationship that was mutual and assisted in growth and development. Many had mentors that did not live or work in the same state and used email and the telephone for interacting. Some also used Skype™ to communicate or other web based programs to communicate. None of the participants felt that the age, sex, race, background and subject matter expertise of the mentor mattered so long as the mentors were experienced in their particular area and were credible.

_I did not care if my mentor was purple, 30 or 90 years of age, was a man or a women, believed in a higher power or lived in my neighborhood. All I cared about was having someone that would care enough about me to give me honest feedback and help me figure out the real world of OD. The world you don’t learn about in school._ (Personal Communication, 2011)

However, a few participants either mentioned directly or hinted that a woman having a male mentor could cause problems if others think the relationship is not strictly professional, platonic or if there is perceived favoritism.

_My mentor was a good-looking man – while our relationship was purely professional others teased me about the relationship. Some wondered if my husband had met my mentor and if he approved of the relationship. My mentor was good to me, our relationship was platonic and both of our spouses supported our collaboration. I was an editor for some of his materials and he in turn taught me everything he knew. I still to this day resent the insinuations that we were more than professional collaborators._ (Personal Communication, 2011)
Of the participants that mentioned gender issues between mentee and mentor – none of them experienced any harassment from their mentor and all of them appreciated the experience regardless of what others outside the relationship said or thought. One participant went so far as to say, “those motivated by jealousy only hurt themselves.”

The 14 participants had mentors who ranged in age from their early 20’s through their 90’s. Many of them discussed the need to be open to younger mentors. I am providing one comment that resonated with truth for all participants.

*Having a younger mentor is interesting – they multi task, are so comfortable with change and they are definitely energetic. My younger mentor seemed to get a kick out of mentoring me in the area of social media and marketing. He was even more pleased with my success with web-based marketing and blogs than I was. I encourage people of my generation to be inclusive and consider younger people.*

*Since I was open to having a younger mentor – I learned things that have kept my business afloat in this very tough economy.* (Personal Communication, 2011).

Yet for the most part, mentors were mainly white, middle aged men. However some participants had mentors who were women, or minorities and some even had famous name recognizable OD professionals! All interviewees said they would welcome the opportunity to have a mentor of any race as long as there was mutuality. It should be noted that minority mentors seemed to be found by women who at one time practiced in the area of inclusion and diversity.

**Themes Moving Forward.** The rows in Table 6 indicate what the participants deemed important as it related to a successful mentoring experience. These areas were deemed critical in each and every relationship. First and foremost the mentor had to be
credible. Without credibility the whole relationship faltered and the relationship terminated or was not considered successful.

All 14 participants mentioned the following, which are sub-themes to mentor characteristics and mentor/mentee relationship:

1. Symbiotic relationship – mutually beneficial relationship with open, candid communication, dialogue and large does of feedback that is reciprocal. Mutuality/symbiotic relationships were mentioned 14 times.

2. Karma, paying forward the gift of mentoring, practicing a model of abundance, collaboration and becoming mentors themselves particularly to other mentors. “Due to the positive gift I was given – I must share it with others – It is one of the founding principles of OD”.

3. Credibility was an exceptionally important topic that had tentacles that reached through out all of the data. Credibility lent an air of seriousness to the process, encouraged the woman to show up prepared, and assisted in opening doors and making connections. I was surprised by the number of nationally and locally known OD people that were mentioned as mentors. Mentors with name recognition included, but were not limited to the following OD professionals: Robert Marshak, Kristine Quade, Kathleen Dannemiller, Billie Alban, Barbara Bunker, Charlie and Edie Seashore, Sandra Janoff, Marvin Weisboard, Edgar Schein, William Stockton, David Cooperrider, Richard Beckhard, Peter Block, Royce Holladay, Glenda Eoyang, Robert Tannebaum, Juanita Brown, Rolland Sullivan, Marcia Lewin, Barry Johnson, and Jim Brown. To be seen as credible in the eyes of the interviewee mentors led by
example and were stewards of the mentoring relationship. They were often mentioned as taking care of the mentoring process as well as ensuring the mentee was reaching her potential. Credibility, Leading by Example and being a Steward were mentioned 60 times. Some women were lucky enough to have family members from grandmothers, mothers, fathers, and siblings as mentors. They spoke with great pride about the family connection that bridged the personal and professional lives they were able to share.

4. Advocate – many interviewees mentioned that their mentor advocated for them, worked to remove barriers and open doors. Advocacy, Champion and Proponent was mentioned 32 times.

5. Transformative change experience and Inspiration Provider themes were mentioned 65 times. Women were inspired to be more than they thought they could be because their mentors saw the best in them, saw their potential and fiercely challenged them to go forth and do stellar OD work because THEY COULD!

6. Coaching and Instructing was mentioned 60 times as women proudly recounted the improved skill set they developed due to their mentors. While some might consider coaching very different than mentoring, these women felt that coaching was a subset of the most successful mentoring experiences. Some women were able to work with mentors on international assignments, large-scale change projects, and coauthor and publish various pieces of work through the mentoring experience. Many went on to make a name for themselves due to these enhanced skills and experiences. Some even
surpassed the level of their mentor professionally. Some of the coaching was related to business practices, pricing, contracts, networking, and marketing. All necessary to be successful in this economy especially as one woman said, “it’s tough out there – it is even harder if you wear a skirt! That is why mentoring and coaching are critical” (Personal Communication, 2010). Another women said, “without mentoring I doubt I would have kept my business afloat” (Personal Communication, 2011).

7. Counselor, Perspective Generator and Socratic Methodology– the best mentors helped people through various struggles, helped people create alternatives and find other perspectives, using a questioning approach much like the Socratic method to help mentees discover answers. They encouraged reflective practice and based everything in self-as instrument. This was mentioned 90 times. “Through the use of questioning and reflecting, I led myself to my own answers and truth. This was possible because my mentor was skilled at asking the right question, at the right time” (Personal Communication, 2011).

8. Wise Sage– Mentors that were wise in the traditional sense of the word were valued in the interviews 121 times. One woman mentioned her grandmother as her first mentor. This very hardworking grandmother encouraged her granddaughter to be her best self. Her grandmother provided her first paying job and taught her about honesty and doing more than what is expected at work. She gave her granddaughter gifts she uses every day in her business. For example: “Never disappoint a customer because a customer you keep is
“easier than the customer you have to recruit.” This grandmother valued hard work and education and considered it her honor to assist this young women pursue her dream of being the first to leave the farm, go to a big city school and get her JD. Her grandmother talked to her about being a steward of your gifts and of her desire to create a legacy for her loved granddaughter. The legacy would not be one of earthly possessions but one of confidence, of dreaming big, and working hard, expecting roadblocks and barriers and creating alternative plans to reach your goals (Personal Communication, 2011).

Figure 9 shows a sample of the flip charts created from coding and memoing that lead to the creation of Tables 6 through 10. Flip charts enabled me to spread out transcripts, memos and then bring the fractured data back together on the flip chart.
Figure 9. Flipchart Basis for Tables 6, 7, and 8.

Coding Phase III - Glaser and Corbin & Strauss

The next step in the process was to review the data using Glaser’s coding families, which are derived from sociological literature (Stern & Porr, 2011). It took me several tries to become comfortable with these theoretical codes. From Glaser’s theoretical codes, I noted that my interview subjects had experiences that needed to be coded as consequences. Consequences according to Glaser is another way of saying outcomes and these outcomes can be intended or unintended. Table 7 is my final unsorted work using Glaser’s theoretical codes. Please note Table 7 is not sorted in any particular order.
Table 7

_Coding Using Glaser’s Theoretical Coding Methods_

<table>
<thead>
<tr>
<th>Axial — Focused Coding</th>
<th>Glaser’s Theoretical Codes and Coding Families*</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbiotic Relationship &amp; Mutuality</td>
<td>Interactive</td>
<td>14/14</td>
</tr>
<tr>
<td>Karma (21), Mentees transform to Mentor (10)</td>
<td>Consequences</td>
<td>31/14</td>
</tr>
<tr>
<td>Advocates for women (15/14), Champion/ Proponent (17/14)</td>
<td>Context</td>
<td>32/14</td>
</tr>
<tr>
<td>Coaching, Instructing</td>
<td>Means Goal</td>
<td>60/14</td>
</tr>
<tr>
<td>Credibility (14), Mentors Lead by Example (14), Steward (32),</td>
<td>Condition</td>
<td>60/14</td>
</tr>
<tr>
<td>Transformative change experience (14/15) &amp; Inspiration Provider (51/15) Wise Sage (75)</td>
<td>Cutting Point, Consequences, Identity Self Type</td>
<td>65/14</td>
</tr>
<tr>
<td>Counselor, Perspective Generator (76), &amp; Socratic Approach (14)</td>
<td>Identity- Self, Consequences</td>
<td>90/14</td>
</tr>
</tbody>
</table>

Continuing to wade through all of the coding done to date from Saldaña, to focused/axial coding, to the use of gerunds from Charmaz, and now looking at the data through the lens of Glaser’s theoretical coding family – I was moving forward. I continued to engage in peer reviews, discussions with my chair, and anyone who would listen. At this juncture my discoveries were big and bold.

Every mentee wanted and saw value in having a mentor. Unlike corporate programs where individuals are sometimes forced into mentor programs and had no part in the selection of their mentor, these women were actively engaged and desired the

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benefits of having a mentor. One woman stated, “I want a mentor, I see value in having a mentor, I will have more than one mentor.” (Personal Communication, 2010). I continued to delve into the cultural dynamics of two individuals coming together for the purpose of assuming a successful mentor –mentee relationship and—Glaser’s coding schema gave me some new clues. I was not yet finished and I wanted to review the coding schemes of Strauss and Corbin. There is always a context which bounds the situation, demographics to consider, conditions which are important to the relationship (credibility) and the ”aha moments” where the mentee makes real improvements or sees the world with a different perspective. It is from this vantage point that we see the consequences or output of the relationship. Interviewees said in very high numbers that being inspired, learning to look at life and work with a new and fresh perspective and to be able to transform to realize more of their potential were wonderful gifts and wonderful outcomes. They hoped for a symbiotic relationship where they could experience true mutuality.

I next turned to Corbin and Strauss’ coding methods. I wanted to ensure I looked at this data from many grounded theory perspectives.

Table 8 uses Corbin and Strauss’ coding methods.

Table 8

| Axial — Focused Coding                                      | Strauss and Corbin Coding Paradigm                      | Count |
I much preferred the Strauss and Corbin method of the coding paradigm and found it fits better with my emerging theory. While Charmaz was very helpful – Strauss and Corbin and Glaser’s coding schema helped me conceptualize a few things by looking through the lens of different categories including: Attributes, Interactions, Consequences and Outcomes. Without this as part of the process I would have missed the outcomes (consequences) piece of the theme. At this point, I began using the term attributes for characteristics because attributes are a term frequently found in literature. I understood that the relationship between the mentor and mentee was key, and that for mentoring to constitute success the mentee must realize specific outcomes.

**Mentee Attributes**

From peer reviews and theoretical sampling I learned that the most successful mentee attributes in the process included the following: 1) desires to be mentored and committed to the mentoring process and 2) a strong need for this relationship to be one that is symbiotic based on mutuality. Honest and open two-way communication along with feedback was essential for mentoring to be successful (does not apply to anti-mentors). The mentee wants a credible and respected mentor and wants the relationship
to be filled with positive energy. The mentee’s hope in the beginning of the relationship is that the relationship would increase the mentee’s professional stature and knowledge. As the relationship progressed the mentee started to consider the relationship a gift. The mentees that participated in this research believed so strongly in this “gift” that it was their hope to pay this gift forward to others. Figure 7 as depicts this pay-it forward methodology.

The interviewees spent more time focusing on the attributes of their mentors than on their own attributes. I let this teach me something. Follow the research focus where the subjects lead you. I used the data I had and understood that mentees bring a certain self to the mentoring process but again I followed the data. By following the data the focus was clearly on the mentor. Therefore, I limited my research to the attributes of the mentor as mentioned and discussed by the participants. Figure 10 depicts the attributes of mentors and mentees that were routinely discussed by interview participants.

*Figure 10. Theory Development Continues – Attributes of Mentors and Mentees.*
Successful mentoring provided women with tangible and intangible outcomes as a result of the mentoring experience as illustrated in Figure 11. Outcomes were an important part of successful mentoring for external, female, OD consultants. Figure 11, depicts what was learned using the coding methods of partners Corbin and Strauss, and then Glaser. From their coding techniques I learned there were both tangible and intangible outcomes that the mentees realized as a result of a successful mentoring process. The tangible gifts (outcomes/consequences) included increased income, increased contacts and better professional networks. The intangible gifts (outcomes/consequences) included increased confidence, a new relationship to trust and leverage and the desire to keep the cycle of giving going.

**Figure 11. Theory Derived from Corbin, Strauss and Glaser’s Consequences**

Finding the use of Excel tables extremely helpful, I continued to work with all of the data generated from focused coding, the use of Charmaz’s gerunds, and the coding paradigms of Corbin and Strauss and Glaser. While Tables 9 and 10 relate closely to previously presented Table 7 and Table 8 respectively, there are differences. The first difference is tables 9 and 10 include codes from work done using Charmaz, Corbin and
Strauss and Glaser. It also includes the frequency in which items were mentioned. These tables are hybrids of all the data generated to date. Additionally both Table 9 and Table 10 are sorted alphabetically by the theoretical codes of Glaser and by the coding paradigm of Corbin and Strauss respectively. It was through this process of sorting and reflecting on the data that I learned just how important and central to my theory were the outcomes realized by the mentee.
Table 9

*Sorted by Primary Theoretical Codes*

<table>
<thead>
<tr>
<th>Charmaz - Gerunds</th>
<th>Axial — Focused Coding</th>
<th>Glaser’s Theoretical Codes and Coding Families*</th>
<th>Strauss and Corbin Coding Paradigm</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading with Credibility, Stewardship, Example,</td>
<td>Credibility (14), Mentors Lead by Example (14), Steward (32),</td>
<td>Condition</td>
<td>Conditions</td>
<td>60/14</td>
</tr>
<tr>
<td>Leading with Credibility, Stewardship, Example,</td>
<td>Credibility (14), Mentors Lead by Example (14), Steward (32),</td>
<td>Condition</td>
<td>Conditions</td>
<td>60/14</td>
</tr>
<tr>
<td>Leading with Credibility, Stewardship, Example,</td>
<td>Credibility (14), Mentors Lead by Example (14), Steward (32),</td>
<td>Condition</td>
<td>Conditions</td>
<td>60/14</td>
</tr>
<tr>
<td>Energizing, Creating good Karma, Creating positive vibes, Creating abundance</td>
<td>Karma (21), Mentees transform to Mentor (10)</td>
<td>Consequences</td>
<td>Consequences - Interaction-Emotion</td>
<td>31/14</td>
</tr>
<tr>
<td>Progressive, Affirming, Encouraging, Helping, Removing Barriers, Advocating, Supporting, Championing, Advertising</td>
<td>Advocates for women (15/14), Champion/Proponent (17/14)</td>
<td>Context</td>
<td>Consequences - Interaction-Emotion</td>
<td>32/14</td>
</tr>
<tr>
<td>Transforming, Changing, Growing, Inspiring</td>
<td>Transformative change experience (14/15) &amp; Inspiration Provider (51/15)</td>
<td>Cutting Point, Consequences, Identity Self</td>
<td>Consequences - Interaction-Emotion</td>
<td>65/14</td>
</tr>
<tr>
<td>Counseling, generating, questioning, reflecting</td>
<td>Counselor, Perspective Generator (76), &amp; Socratic Approach (14)</td>
<td>Identity-Self Consequences</td>
<td>Consequences</td>
<td>90/14</td>
</tr>
<tr>
<td>Supporting, Encouraging, Co-creating, Willing, Partnering, Mutually Satisfying, Relating,</td>
<td>Symbiotic Relationship &amp; Mutuality</td>
<td>Interactive</td>
<td>Interaction-Emotion</td>
<td>14/14</td>
</tr>
</tbody>
</table>

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Overlapping, Benefitting

<table>
<thead>
<tr>
<th>Coaching, Teaching, Instructor, Transferring Knowledge and Skill, Educating, Communicating, Explaining, Clarifying, Demonstrating</th>
<th>Coaching, Instructing</th>
<th>Means Goal</th>
<th>Consequences - Interaction-Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing wisdom, intelligence, knowledge…Wise Sage</td>
<td>Wise Sage (75)</td>
<td>Type</td>
<td>Interaction-Emotion, Consequences</td>
</tr>
</tbody>
</table>

Table 10 is sorted using Strauss and Corbin’s coding paradigm. They deviated from Glaser in that they believed a coding paradigm made more sense.

Table 10

*Sorted by Corbin and Strauss*

<table>
<thead>
<tr>
<th>Charmaz – Gerunds</th>
<th>Axial — Focused Coding</th>
<th>Glaser’s Theoretical Codes and Coding Families*</th>
<th>Strauss and Corbin Coding Paradigm</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Condition</td>
<td>Conditions</td>
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<td>Consequences</td>
<td>Consequences - Interaction-Emotion</td>
<td>31/14</td>
</tr>
<tr>
<td>Progressive, Affirming, Encouraging, Helping,</td>
<td>Advocates for women (15/14), Champion/</td>
<td>Context</td>
<td>Consequences - Interaction-</td>
<td>32/14</td>
</tr>
<tr>
<td>Removing Barriers, Advocating, Supporting, Championing, Advertising</td>
<td>Proponent (17/14)</td>
<td>Emotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Transforming, Changing, Growing, Inspiring</td>
<td>Transformative change experience (14/15) &amp; Inspiration Provider (51/15)</td>
<td>Cutting Point, Consequences, Identity Self</td>
<td>Consequences - Interaction-Emotion 65/14</td>
<td></td>
</tr>
<tr>
<td>Coaches, Teaching, Instructor, Transferring Knowledge and Skill, Educating, Communicating, Explaining, Clarifying, Demonstrating</td>
<td>Coaching, Instructing</td>
<td>Means Goal</td>
<td>Consequences - Interaction-Emotion 60/14</td>
<td></td>
</tr>
<tr>
<td>Supporting, Encouraging, Co-creating, Willing, Partnering, Mutually Satisfying, Relating, Overlapping, Benefitting</td>
<td>Symbiotic Relationship &amp; Mutuality</td>
<td>Interactive</td>
<td>Interaction-Emotion 14/14</td>
<td></td>
</tr>
<tr>
<td>Providing wisdom, intelligence, knowledge…Wise Sage</td>
<td>Wise Sage (75)</td>
<td>Type</td>
<td>Interaction-Emotion, Consequences 75/14</td>
<td></td>
</tr>
</tbody>
</table>

Using Tables 9 and 10 and by continually sorting, analyzing and reviewing the interviews, memos, peer reviews, flip charts and drawings, I was able to develop three related and integrated parts of the theory based on the themes that had revealed themselves from the data. For successful mentoring to occur, mentors demonstrated specific, identifiable attributes (part 1) that contributed to the creation of a relationship based on mutuality with the mentee (part 2), and as a result of a successful mentoring experience, external female OD consultants could identify tangible and intangible positive results/outcomes (part 3). Bringing these linked parts together included a focus
Theme Part 1: Mentor Attributes

The first part of the theory that emerged was that it was vital for the mentor to possess certain attributes including: to be credible, respected, a subject matter expert and a “wise sage”. Mentors needed to walk the talk and provide leadership through example. Mentors acted as stewards and servant leaders by investing time, energy, and transfer of knowledge to mentees. In the role of steward and servant leaders they created interactions that inspired their mentee to go further, try harder and commit to being the best they could be as external OD consultants. As stewards they often took the leadership role in the process of mentoring ensuring progress was made and mentees were feeling supported in the mentoring process. Mentors had to be seen as credible and respected. Through the use of Socratic methods and dialogue mentors assisted mentees in the examination of their practices and even sometimes their lives. Mentors created positive interactions, served as sounding boards, coaches, teachers and instructors engaging in a relationship that was based in mutuality. In this section and the next three sections, I have italicized participant quotes – when I want to emphasize something, I have underlined it. The quotes come from 2010 and 2011 interviews.

This interviewee discussed attributes/characteristics of her male mentor who was also her boss at the time.

What I gained from my male boss was how to be a great leader and what a great leader looks like. He was really a servant leader. He was extremely intuitive and highly perceptive. So those characteristics were unique to him. Not many men
have those qualities. Feminine energy. He wanted to help me and support me to be successful. There were expectations and goals and objectives. He was very clear on what I needed to accomplish. He would ask, “Where are we?” and “how can I help you be successful?”

The goal was clear. I was not interested in renegotiating the goal. I wanted to be the best OD practitioner in my area of practice – strategy. I did not want the goal to be less.

The difference between coaching and mentoring. Coaching is how to do it. My mentor knew when to coach and when to mentor. Mentoring is helping you find the answer yourself. Sometimes there is trial and error, calculation, and reflection. You get smarter because people are asking the right questions that may help you. They are asking the questions that you have to find inside yourself in order to be your best self. It was for me to try to figure out what I needed and what I should do. Very different from coaching.

Coaching is how to do it. Mentoring is much more of an art form. Much more of getting to know a person. Much less formula driven. It is about the whole person.

Another participant had this to say,

I have had two great mentoring experiences. Some mentors have taught me what not to do. Saw what does not work. Some mentors have modeled what I want to emulate. A great mentoring experience has been where I have seen what I am not going to do and what does not work. Those experiences have helped me solidify my own philosophy. For again it is about who I am and how I am going to show up... appreciative inquiry - first time I saw that I resonated fully with it. With my
mentor I watched, learned, debriefed and discussed. It was easy for me to take in and synthesize. Mentors taught me that you have to be your own best self. Implement your philosophy and process in organization and help others see the value. That is leadership. When you get it and you go there and it resonates so clearly with you people can’t help but follow your leadership. When you get it and when you are there – you are being a leader. I can bring more when I am who I am and not someone else.

Another participant mentioned the importance of seeking her mentors, getting feedback and having the opportunity for experiential learning.

I have had mentors my whole life. I have mostly sought them out and asked for the relationship to be confidential. I asked that they shoot straight, and I wanted to bring to them problems or issues I am facing and wanted to hear their lens on what I am experiencing or facing. Most of my mentors were inside the organization I was working at that time. However my best mentor was Kathy Dannemiller. She was phenomenal. She embodied the energy of the founders. She was phenomenal – did I say that already? She talked a lot about sharing what she knows and is teaching you, but expects you to make it better, make it your own and expects you to share it with others, pass it on. Pay it forward. She would put out a call and ask if you wanted to help with large group work and then she would debrief in the evening and as part of the logistics team she would do a clinic in the evening. I learned how to do large group from her. She was amazing. Pay it forward, share it. Kathy was a good one.
This participant talks about her first job and how a mentoring relationship lasted for over 40 years. It is a beautiful story about the power of mentoring,

_I had a female mentor at K. It goes back 40 years. I just got back and had arranged a luncheon for Jane who is now 90 years old. First time we have gotten together and most of us have not seen each other. She was ahead of her time. She hired exclusively women. We were her family. She never married. Never had kids._

_She was so supportive. Like she would never take no for an answer. She knew people’s potential more than the people themselves saw. Kept in touch with her all these years because she was so supportive. She would never take no for an answer. She saw potential. Encouraged me to go back to school. She promoted me. I grew up in a family but there was no support. Parents were uneducated and were so overwhelmed with parenting....Jane believed in me. She did not want to hear if I should continue on for my BA or MBA. I was going to finish these educational goals and I was talented. Big believer in people. Very supportive._

_Very caring. We never used those terms mentor - mentee. I look back at my reflections. She had the greatest impact in my life. Yes she did mentor me. Made a change in my life. Turning point for me. She was a firm believer in people. Jane always modeled. She was confident. Only 5 feet. But dynamic. What she had that was so great was that she was colorblind completely. Back in 1970 she was hiring African American women left and right. We all became good friends. She never even thought about any population, never marginalized anyone, and never kept people on the fringe. A lot of what she has done for selection of people for jobs under her. I have always practiced that always try to seek people on the margins._
At clients I am always looking for opinions that are not represented. There is always so much to learn from those people. I definitely did not get that from my parents. My father was racist. I attribute this to Jane. There were no EEO or AAP back in 1970. Became accepting of everyone regardless of gender, race. Treating everyone the same. Did not treat management any differently than she treated her direct reports. Jane was a great believer in me before I even believed in myself. Because of what she saw, I became more than I otherwise would have. Her belief in my potential was critical.

Another participant surprised me by coming so prepared to our meeting. She had typed lists and definitions. This interview took place in person and her face and demeanor showed happiness and joy as she recounted her career and her mentors. This interview like all the others was special but perhaps this one meant the most to me because I could tell immediately she believed fully in the work I was doing.

Looking over list I made of the people who helped me and quite often the commonality is that they somehow helped me work with a system. Helped me with entry into the system, or understand the system. Or kind of gave me pointers along the way... I was paying attention to gender early in my career. Quite often there were both men and women who were counseling me and mentoring me. And early on there were women who were helping me understand the system. And there were men who helped me get entry into the system – get position – get taken seriously – coached me through the process. He gave me tips. First real job was in the 1970’s and a man helped me get entry into my first real job in the University system... Advice from mentors included: She told me to never, ever,
ever burn bridges. It is one of those things I have kept in the back of my head and
used it over and over and over and I have used it with mentees as well... I was on
the right track with interactive learning he also taught me that when I did do
small group and interactive work that there was always a point to it. Not just
small group and interactive work for their own sake. It was important for me to
learn early on...One particular man taught me to think about how much money I
wanted to earn in a year. So what does that mean by quarter and month. How are
you going to meet those financial goals. He happens to consult almost exclusively
with the same clients for years and years and years. His advice was to try and
keep up a continuous relationship with a client...Women get different assignments
than men and this makes me sad. No matter what people say – it is still
patriarchal in some areas...Men can get through the doors in ways that women
can not...When I think about pay it forward, I think it is about understanding
power in organizations. Mentor’s that have helped me have been the wise sages,
who give feedback, who are honorable and respected, who see my potential and
understand my vulnerabilities, who coach, teach and transfer knowledge. They
seek to have me examine my life and mentor through dialogue and questions. The
are servant leaders who share power and don’t abuse it. They are confidantes,
advisors, trusted sounding boards and great teachers.

While I have only provided snippets from several interviews, saturation was
reached on the subthemes – under mentor attributes: Women desire mentors who are
leaders in the servant leadership or stewardship model, they want someone who invests in
the process and is considered a wise sage in his or her area of expertise. They want
someone that will transfer knowledge, coach, teach and instruct. They want to arrive at their own conclusions so the use of questioning techniques and the Socratic method are frequently mentioned. Most importantly they desire a respected, credible mentor who is an advocate for women’s rights and if they can advocate for their mentee personally.

**Theme Part 2: Mentor-Mentee Relationship**

The second part of the theory to emerge had to do with the relationship between the mentor and mentee. If a solid match is made – the mentor will be instrumental in helping the mentee examine their live, practice, skills, and be better at external OD consulting than if they had not been mentored. This group of women considered mentoring so important that 31 times it was mentioned that they must pay the gift of mentoring forward in some fashion. The mentoring relationship is defined by:

- **Mutuality – Reciprocity – Symbiotic Relationship** as the mentor and mentee should both receive gifts of feedback, have respect for the knowledge base of one another and both must be open to being changed by the experience. Several mentees mentioned in the interviews that they became mentors to their original mentors during career changes and others mentioned how they were encouraged to give their mentors feedback. “*I was flattered that my mentor asked my opinions and asked me to edit some of his work*” (Personal Communication, 2011).

- The relationship created positive energy between the mentee and mentor. Together, they were greater than alone and mentees felt the process improved the field of OD for women. The mentoring relationship encouraged and
inspired women to “pay-forward” the gift of mentoring by sharing their gifts with others

- The use of Socratic methods to assist mentees in coming up with their own answers and truth. In this role mentors acted as counselors and perspective generators encouraging reflection

- Mentors were advocates for women and seen as champions and proponents of assisting women to advance in the field of OD and to overcome barriers related to gender, glass ceilings and sticky floors

- Mentors often crossed the line into the area of coaching and instructing teaching their mentees new skills. Mentees viewed coaching as a valuable subset of mentoring and saw it as linked so closely to mentoring that it was difficult to ascertain when one was being challenged to grow and develop and when one was being taught a new skill set. The experiential side of OD really lends itself to looking at mentoring in this manner with coaching as a subset.

This participant felt that the mentoring relationship was where success was defined.

_We all could benefit from having mentors... The people that are good in OD speak the truth so people can hear it. Not everyone is willing to hear the feedback. Mentoring was successful in my mind because the approach of curiosity and helpfulness. Both of us were in this relationship and had this real interest in understanding something. An example may be the response, “Isn’t that really interesting, what is really going on there, what might really be going on there. They helped you develop skills. They encouraged curiosity._
Another participant discussed a mentoring relationship with three business partners in her consulting practice.

All mentored me. These experiences were my mentoring experiences. It was successful mentoring because they were modeling behavior with me as full partner. They took me on as a full partner to learn, discuss and plan together. They did not dictate. They encouraged dialogue. Did not dictate. They said here is the challenge. Let’s listen to the client. Let’s do it together. Let’s jointly diagnose the problem and let me help with the intervention. They honored my innate wisdom. Felt appreciated for my talents even while I was learning. We know you have wisdom just like we do. They called on me to be fully engaged right from beginning and honored my innate wisdom right from the beginning. Appreciated for wisdom.

Another participant fondly remembered her first mentor.

One mentor was when I was very young in my career. The mentoring I received from her was that is okay to show up imperfect as long as you are authentic. Everyone is imperfect. Come with your gifts. Come with yourself fully. Don’t worry what people think. Mentored me to show up with who I am fully. Not show up like I think they want me to show up. When you do that you give people the permission to do the same. Incredible things can happen. Young in my career. I did not have a lot of confidence or experience. I knew I was passionate, driven, smart, and had potential because she taught me that. I would show up very young with a group of extremely experienced individuals and ask the simplest questions. It would stop them in their tracks. Because it was profound because it was so
simple and stopped them in their tracks. They did not even think of the obvious, basic, questions because they had moved beyond and they did not often think of the obvious basic question that was able to turn everything. When someone comes in green—they have high intelligence because of his or her innocence. Listen to them like they are the wisest person in the world. Sometimes that is where you find your insights. What you have to offer is amazing. Come fully and be totally authentic. She mentored me to come in not what people thought I should show up as but to show up as me.

All participants said the relationship between mentor and mentee needed to be based on mutuality. This participant stated that in formal programs,

*The mentor is the experienced person in the organization and the mentee is going to learn from the mentor. Mentee is not experienced. However, in the best cases the potential is there for mentee to learn from mentor and vice versa.*

This interviewee prefers informal mentoring,

*The informal method is more honest, more authentic, more courageous conversations, I can be more vulnerable, I get stronger, and informal mentoring works better for me. Those informal mentoring experiences have been the ones that have been the dynamite for me. Informal means that I have to initiate the relationship.*

One interviewee had a particular good quote about positive energy gained due to the mentoring relationship,

*My mentor ensured that our meetings were positive, there was none of this sitting around bitching about clients, and it was all about what I learned and how I grew*
from my experiences. Even with the most difficult clients he made me see that I was making a difference and a contribution. I never walked away without feeling my emotional and intellectual tanks were filled up so to speak. To me that is positive energy and artful mentoring. To walk away feeling like you are more than you were before the exchange with your mentor is pretty special. (Personal Communication, 2010).

The mentoring relationship takes place where the mentor and mentee connect. How they connect and the type of relationship they foster was of critical importance in generating successful mentoring experiences for the interviewees. The relationship needed to be based on mutuality, it needed to be open to change to meet the needs of both parties and it relied heavily on two-way feedback. The best mentoring relationships fostered positive energy and confidence in the mentee.

**Theme Part 3: Outcomes**

The third theme is one of outcomes. Successful mentoring left a lasting legacy. Women were positively changed by the experience. In tangible ways this manifested itself as:

- Increased prominence in field due to association with well known mentor
- Increased access to decision makers and jobs
- Increased income streams, understanding the business side of consulting
- Increased network of OD and business professionals
- Increased knowledge and skill

The intangible outcomes included:

- Increased confidence
• Valued and treasured relationship
• Desire to pay it forward/ abundance versus scarcity theory
• Inspired to stay the course
• Better understanding of self as instrument and reflective practice
• Full understanding of gender issues and personal impact

What follows are selected quotes from interviewees that I thought focused more on outcomes. The first participant noted the changes in gender issues over the last ten years, discussed paying it forward, and pay:

_Mentors in academics, have helped more women get published than was the case 10 years ago. Mentors have helped women get seats at the table in corporate America. It is getting better because of mentors but we are still behind. Women that are in external roles like me have challenges and we see things. In fact we could write best sellers on how unconscious discrimination hurts us all._

_As women get older there is a greater appreciation of paying it forward and wanting to share. There is more of a focus on critical theory, social justice, activism and standing for something._

_Pay and equity issues for female OD consultants continue, however having a mentor who assists you in establishing your bill rate, who helps you network and who opens doors for you is invaluable. My mentor helped me navigate the gender issues and get to decision makers. I am able to make a nice living because of assistance and behind the scenes advocacy from my mentor._

Related to mentoring and money another thought from a different participant,
A number of women unfortunately value themselves by their paycheck. Mentors can help women find values beyond money and also assist in providing market data. This market data can help one decide how much and how to charge a client so you don’t end up giving your services away. As a woman if you charge too much you have a problem and if you charge to little you can be viewed as not worthwhile. The right pricing strategy is paramount to success and with the right mentor you can indeed increase your revenue stream.

However some women look at results and efforts and don’t think the dollars are always a fair exchange. Women have to learn to negotiate in man’s world and mentoring can help create that skill set so that women can find the fair exchange of money for services provided.

The following two participants both discussed gender issues,

Being a woman in OD is hard. Some jobs have an underlying need and desire for a man. Watch for eye contact. Lots of time, men or others completely ignore females. But on the other hand, sometimes men feel good talking to me and better talking to me on the squishy things. I have a male mentor and partner and we are able to tag team. Sometimes I get in the door only after he has opened it for our small firm.

Sometimes I think men discount me. Sometimes I think men cannot work with women in professional way. They [men] are nervous about how to relate to me in a professional way. They don’t know how to be in relationship with me in the workplace. I tend to be very compassionate about this. I believe that Enneagram
preferences and Myers Briggs play a big part. My mentor is a an INFP and I am an ENTP. My Mentor is softer, more collaborative, and more compassionate. He is the good cop and I am the bad cop. As a T women. I see the differences are around thinking feeling/sensing and intuitive as much as they are around male/female. Women are more socialized towards F, men more towards T. I think the male/female stuff could be more the T/F stuff.

This participant is quite open and believes that women in external OD consulting need a partner because of the gender issues.

There are definitely times when men are not engaging me. Public works, engineering type places, corporate. Men accept me over time but don’t accept me initially. Having a male partner has helped. But one definitely needs to have partners if you are a woman. We all need partners’ in this profession period. My partner is amazing – he helps in front and behind the scenes. My partner at work is also my mentor.

Another participant discussed women finding their own power and that women are growing in the small business segment.

Demographics – small business owners are four times likely to be women. The number of women business owners is growing. What I have seen and what I saw as an adolescent. Women were imitating men at work, then women coming in to realize that they had a gender difference that was a pretty special contribution and using that power. Realizing that they had possibility, believing that they could be leaders. That is how we saw the glass ceiling. When women realized their potential we can do this. Not only can we do this we must do this we must push
the envelope. I see a lot of women in the C suites. I know that it is not still equal.

We are on the right track. Keep on keeping on is the mantra of my ultra successful and somewhat famous female mentor.

Another participant discussed outcomes in this matter,

We are soul sisters - Jan. Mentoring needs to be more of an appreciative inquiry. Let’s focus on what is right and what is working and let’s do more of it. We are still not there. But let’s keep moving forward. I have seen a shift. Look how far we have come. Mentors can provide confidence, access to relationships, counsel on gender issues and money, and help us really be better OD instruments. Mentors are critical not just to women but also to men.

Another participant mentioned how difficult it was to be a women in certain graduate program.

It was not until three years later, until women could come in and hold their own in the program. My first taste of the old white male field of OD. It does not go away. I thought we would be over the old boy’s network by now. Working with a client and thought we would be done by now in corporate America with this gender BS. It is a women’s issue when you are trying to compete for jobs that you still have that... it is who is your Godfather. It is sad, sad, and sad! Yet – all that said, we are making strides and need to be proud of those strides. Mentoring helps by providing us with gifts that keep on giving. For example, meeting the right people, even learning how to do a bid, or complete a request for proposal, perhaps the most important gift – Jan is being able to gain confidence. With confidence you can go anywhere!!! Failure propels you forward and you push
harder. The best gift my mentor gave me was to look me in the eye and tell me,
“You have potential you have not tapped. Expand your network, you knowledge
base and your skill. Count your wins, learn from your losses!”

One of my favorite interviews closed with this story. It is one of finding the right
mentor and how one enterprising young woman went about it. The moral is that
mentoring is reciprocal. You may have to give first or prove yourself to get the mentor
you want—but don’t be discouraged.

Closing story: A woman had recently been promoted to VP in an industry where
women VP were totally unheard of – she was the first. Another woman wanted to
attach her star to her. She wanted to see how this woman had reached the top.
And her approach was different. Instead of asking the VP to be her mentor or can
I have that from you or something else from you – she refrained. She instead went
to the VP and said I get off work every Tuesday and Thursday at 3:00. I want to
learn. I will do everything, anything, I will file, copy, assist you in anyway
possible – I just want to be in the environment that you create as our first female
VP and I want to be of assistance. Months went by, she filed, made copies, made
phone calls and polished desks. She did whatever was necessary. One day the
female VP said I have to fly to Seattle on a 3:00 AM flight and create a huge
report for this meeting. Can you stay and help me get it ready? She said of course
I can. She did not say I have to find my husband, day care, etc. Side by side they
worked up until 2:30 in the morning as the VP jumped on plane. The female VP
said it was the best presentation she had ever given. She said I sailed on through
and I could not have done it without you and I want you to come work for me. The
message is never expect to be given something. Always be in a giving mood; always be of service to others instead of thinking how others can help you.

Contribution versus taking. That is the story of a really successful mentoring experience. Both parties give. You contribute. You make the world of OD a better place by not expecting something for nothing. And always you remember who helped you and you pay the gift forward. You always give credit where credit is due and if by chance at some point you find your self faced with a difficult situation – you look back through your memory of mentoring and career and see how you apply your knowledge forward. By the way, Jan, I hope you use this story.

Another participant responded to my question – do you have support from your mentor even now?

Very good point. Women do not have a lot of external support so we must support one another very closely. We must be the best of our feminine self and truly share, be open. My mentors continue to be available. Sometimes I call them and say – “Hey I’m a mentor too. When did I get to the point of being the wise sage, the counselor?”

Another participant talked about mentoring being a grounding experience that helped when one faced difficult client situations.

There is a sense of grounding from the mentoring experience. Where I have relied on other female consultants. Especially when we had really difficult client issues. Due to confidentiality clauses you could not discuss. I used to take that literally in the strictest sense. I had this horrible, horrible case and I was so stumped. But I
held this ethical confidentiality belief. Project came to end and I mentioned to someone ethically I could not stay there any longer. The issue I encountered with CEO. I could not resolve it. I could not do any more work. This woman said why did you not call me and talk it through. You can talk to me. I do not need names. We need to share these predicaments. We must be able to support one another. I was taking confidentiality to such an extreme. Just don’t disclose particulars. This was invaluable. I handled the case ok. It was definitely right to resign. It was really unworkable. Lost respect for CEO. There are times that mentoring helps you understand that if you can’t contribute to the body of OD, if you can’t do good work, you must leave your client.

I discussed the idea of outcomes with peers at the National Society of Human Resource Conference. One woman said, “Jan, of course mentoring produces outcome. People always want something from every relationship” (Personal Communication, 2011). Another interested bystander said, “I believe it is better to give than receive. As a mentee I would hope we had a reciprocal relationship of giving, of servant leadership and of stewardship” (Personal Communication, 2011). I discussed this theory with my mother before she passed away and she reminded me of a Christian Tenant: what good is it to gain the whole world but lose your soul? As I pondered these comments – I saw how these three parts or aspects of the theory connected. They overlapped and produced outcomes that benefitted the field of OD and the world. It was not just about the dyadic relationship between mentor and mentee. It was bigger and more important.
Unifying Parts of the Theory

In the two sections above related to mentee attributes and the relationship between mentor and mentee there was some overlap into the sections on outcomes. The three parts of the theory are so closely intertwined that in one sentence an interviewee can be discussing all three parts. Figure 12, Figure 13 and Figure 14 walk the reader through the process of getting to saturation. Figure 12 is the hand drawn flip chart of the emerging theory.

Figure 12. Depicts Hand Drawn Theory.

Multiple attempts were made to come up with a pictorial view of the emerging theory and ideas. By using drawings, clip art, Visio, I had a graphical representation of the theory under development to evaluate as well evaluating the categories, words,
memos, and other parts of the grounded theory process. Each drawing propelled me forward and became a memo of sorts that assisted in letting me know where I was in the process and determine what needed to be completed to reach saturation.

As I was struggling with drawings, I went back to the data and noted that every interviewee discussed mentoring as having positive impacts on the field of OD. Not only do OD professionals use mentoring an intervention, it is one of the founding principles of OD – to help one another make a difference in the world. And nowhere is this better illustrated than the manner in which Weisbord and Janoff share Future Search with its pay-it-forward mentality. Figure 13 depicts a broader worldview of paying forward OD gifts and illustrates the comments from all 14 participants.

Pay it forward – if women have been mentored I find they will assist others. I am willing to help others. I took this job because I wanted to pass on what I have learned. I am the oldest person in the group. I want to leave my legacy to the next generation and it is working out very well.

Women in OD need real learning dialogue. Must move correctly with our client creatively. Mentoring others? Pay it forward...

I attract people to my life that are abundant. The more I give away, the more I get. My business has been growing more in the last three years than it ever had. I don’t tell everyone that because there is a lot of fear out there. I have some clients tell me I am successful because I have this abundance philosophy. I don’t talk about my success. Pay it Forward. Look at foundations of OD. The intent was
always to pay it forward and to have mentors and to share and to have colleagues.

One of the things we created was a little three-minute video. It was free. This little bit of sharing has created situations where new clients have found me and others in OD think I am on the right track.

Looking forward 20 years for female OD external consultants would hope to see changes that the competition of winner and loser would be less. I would love to see more of an abundance mentality. We all win when we give it away... Everyone gets more when you give more. What we can create and invent in OD will be far greater if we collaborate and share.
Every interviewee mentioned that if we improved the field of OD and really lived the democratic principles and ethics associated with this profession, we would change the world. Changing the world was defined as changing one person, a dyad, a group, a large group, an organization, a community, etc. at a time.

*I tend to work almost exclusively in the non-profit world. Every time I help a nonprofit with their mission, goals and strategies and they are able to stay in business serving the homeless, the needy, the battered, the disabled, I know I have made a positive contribution to the world at large. I would feel the same way if I helped a dysfunctional corporation. By doing good work in OD, we can make the world a better place.* (Personal Communication, 2011)
One woman went so far as to say that with improved conflict resolution skills the world could be a better place. She argued that people in OD need to do more “good OD” in communities, non-profits and governments to make a difference. Again she like many other’s mentioned Future Search. Figure 14 illustrates my final theory. This drawing attempts to capture all of the relevant points revealed during this grounded theory process and present it in a manner that accurately depicts what constitutes successful mentoring for external female OD consultants. This drawing was completed when no new data was emerging from the interviews and therefore I had reached saturation. The pay it forward loop is of particular interest. The overlapping circles in Figure 14 represent the mentor and mentee, and demonstrate the impact of the mentoring relationship and include the relationship attributes that are key to creating a successful mentoring outcome. When participants discussed the relationship with their mentor they were not shy about stating what they needed for the relationship to contribute to a successful mentoring outcome. The singular circles represent what I learned about the attributes of the mentor and mentee. Since this study focused on the successful mentoring experience from the point of view of the mentee, I focused on the attributes of the mentor, as that is where the interview participant’s responses lead me. One could say I followed the data.

The two boxes in Figure 14 indicate the tangible and intangible outcomes that must occur for the mentee to consider the mentoring experience successful. While the outcomes desired varied by interviewee there were definitely some common themes as depicted.

Lastly Figure 14 depicts the importance of improving the OD community through mentoring. Interview participants feel that by becoming better practitioners they can
positively influence the field of OD. Additionally, they feel they can help effect change in communities, organizations, and the world by being a skilled and reflexive practitioner. Participants mentioned the need to appreciate the men and women that networked, mentored and opened doors. The “pay it forward theory” is alive and well within the 14 women interviewed. They are determined to change the world, one person, one client, and one colleague at a time and truly live the democratic principles that Organization Development was founded on. Several of them gave me history lessons on some of the great female OD leaders of our time including: Kathleen Dannemiller, Sandra Janoff, Barbara Bunker, Billie Alban and others. From these stories I discovered a little known video titled, *The History of OD: A Women’s Perspective* and a dissertation by Carol B. Brown that were very useful in appropriately situating my work. Brown interviewed renowned women in OD to provide a better and more accurate history of OD and also to “Illuminate how women have influenced the field and their path to prominence” (Brown, 2009, p. iii).

Just like those mentored, Brown believes,

The present state of global affairs offers unprecedented opportunity for women to contribute to knowledge and theory creation in OD that would impact the changing forms and contexts of organizations. (Brown, 2009, p. iii)
Figure 14. Diagram of Final Theory.
Figure 15 takes us back to where we started and includes truncated views of the three main parts of the theory as well as the ancillary findings.

**Emerging Theories**

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*Figure 15. Dissertation Focus Revisited.*

The final theory related to the original dissertation focus is depicted in Figure 15. The final theory simply stated are that the successful mentoring of external female OD consultants requires mentors that possess and utilize key attributes during the mentoring process, that the mentoring relationship is based on mutuality, and the mentee gains both positive tangible and intangible outcomes as a result of the mentoring process. These outcomes can have a positive impact on the OD profession and the world through positive change. Lastly, women who really invest in the process pay the gift of mentoring forward.
Evolving Literature Review with Interviewee Comments

Definitions. Earlier I mentioned that interviewees asked about definitions and then went on to define them for themselves because I deliberately avoided providing definitions. This section will define common terms using both interviewee remarks and literature. These terms originally included: mentor, mentoring, mentee, coach, instructor, success, gender issues, generation, etc.

Mentor & Mentoring. I am sure there may be thousands of definitions of the terms mentor, coach, protégée, mentee, and mentoring in use today. Every book and article I have read has a slightly different twist on the term mentor and while the term mentor has been defined by numerous authors there is a lack of consistency between them in addition to confusion between the terms coach and mentor. Yet in spite of all of the confusion there can be something special, extraordinary, and even magical about having a mentor. According to Edmondson Bell and Villerosa (2010) having multiple mentors at all levels, with diverse backgrounds is similar to having a “constellation of support” (p.88).

Mentors come in all shapes and sizes. A mentor has to be somebody you trust, who can help you by offering information and advice specific to you and your career as you develop and grow…Mentors do not need to be at the high end of the food chain. Everyone has something to offer… Mentors help one stretch and grow…One last thing to remember, it is not just what they can do for you…Mentorship should always be about giving to each other. (pp. 88-89)

Kaplan (2011) made a big distinction between coaching and mentoring but states that mentoring is highly critical and very important as it assists the mentee in identifying
tactics to achieve their objectives. “Mentoring involves giving counseling and career advice to the recipient...Mentors can often do their jobs by asking the recipient key questions and reacting to what they hear” (p. 76). Chip Bell (2000), defined mentors as “simply someone who helps someone else learn something that he or she would have learned less well, more slowly, or not at all if left alone” (p. 133). He goes on to state that mentors are “learning coaches, sensitive and trusted advisors” (p. 133). Bell made a point about discussing power and is adamant that the nature of mentoring is one free from power – it is about learning.

In the book *Her Place at the Table*, two types of mentors are discussed, professional mentors who focus on the job and individual mentors who have a close relationship with the mentee. The difference between these types of mentors is some confine advice to career and career advancement while some provide social and psychological support for the development of the whole person (Kolb, Williams & Frohlinger, p. 31).

Another definition of mentoring is from Murray (2000), “Mentoring is a deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced person with the mutually agreed goal of having the less skilled person grow and develop specific competencies” (p. xiii). Murray also states that skill development may apply to the mentor as well, and she includes mutuality in her understanding of mentoring.

The Harvard Business School Book, *Coaching and Mentoring: How do Develop Top Talent and Achieve Stronger Performance*, defines mentoring based on the definition given by Chip Bell. Mentoring is defined as “the offering of advice, information, or
guidance by a person with useful experience, skills or expertise for another individual’s personal and professional development” (p. 76).

Kram (1985) as quoted in Hall and Associates defined mentoring as, “generally the relationships between junior and senior colleagues or between peers, that provide a variety of developmental functions” (p. 161).

Merlevede and Bridoux (2004/2006), define mentoring as a “focus on person, personal development” (p. xv). They go on to state that mentoring prepares a person for some future job before the talent is needed and that mentoring is “long term, career oriented, not specifically focused” (p. xv).

Ragins and Kram (2007) updated the seminal work of Kram (1985) on mentoring in 2007 to reflect all the changes in the world and the explosion in the interest of mentoring. While the definition of mentoring has been in flux for years, the core components related to a developmental relationship that is “embedded in the career context” (p. 5), remains the same.

According to Hezlett and Gibson (2007), mentoring is, “an intense, dyadic relationship in which a more senior, experienced person, called a mentor, provides support and assistance to a more junior, less experienced colleague, referred to as a protégée or mentee (p. 385). They also refer to mentoring as a “powerful, one-on-one, hierarchical relationship” (p. 386).

The literature review above supports many of the definitions made by the participants and I have selected four of the definitions provided by the 14 participants as a representative sample below: and they are as follows:

Participant One defined mentors as,
Using the Socratic method to help the mentee discover truth. A mentor provides development for the whole person. Mentors who use an appreciative approach, engage in dialogue help the mentee maintain an alternative perspective. Mentors may be older, younger, from different areas of expertise and any race or gender.

Participant two defined a mentor as,

A person you can learn from and who is good at helping you find the answer for yourself. Mentors care about the whole person especially because we need to be reflective practitioners in OD. The best mentors have themselves been mentored.

Participant three believed that mentors,

Assisted in the careers of mentees by doing behind the scenes blocking and tackling and by assisting in navigating the minefield of gender discrimination...suggested that the phrase mentor, coach, teacher should not be used. Those artificial labels should not limit the relationship between the person who is a mentor to the protégée as the mentor can play and should play multiple roles.

Lastly, participant ten called mentoring a gift.

My mentors helped me decode the invisible stuff with clients and helped me learn to amplify my own voice so I could be heard. My mentors helped me reflect on my skills, strengths, and self as instrument. Through the interactive process of mentoring – I grew into an OD professional instead of feeling like an imposter or pretender.
All of these definitions are a twist on Hezlett and Gibson’s definition where they remind us that mentoring is an intense relationship between two parties, one more senior than the other providing support to the less experienced.

**Mentee.** In this research mentee’s were the participants and I trusted their assertion that they meet the criteria of my research. All of the participants were in agreement that at the time they were mentored – they were junior to or the protégée’ of the mentor. Interestingly – all of the women interviewed sought out mentoring in one way or another – even if it initially occurred accidentally – they grabbed on to the opportunity. Some participants decided who they wanted as a mentor and approached them; some became mentees through naturally occurring relationships in the work world or in the field and gravitated towards them; and yet others found mentors through more informal arrangements. The key item in common, is that all of the participants desired to be mentored and wanted to grow and develop. Additionally all but one mentee interviewed had multiple mentors. Mentees sought mentors that would help them realize their goals and improve their performance through the use of the mentoring relationship.

Another term for mentee is protégée. Some authors prefer this term, some author’s use it interchangeably with mentee and others exclusively use the term mentee.

As women gained confidence from the mentoring experience – they started to assume the role of mentor to other mentees. This kept this circle of mentoring alive. Participant six was very philosophical about this metamorphous from mentee to mentor.

*One day I woke up and realized that I was one of the people that other people were looking to for advice. I turned form protégée to wise counselor and mentor. So as I mentor I worry that I may steer people wrong. I thought there would be a*
day that I would know it all but I don’t feel that way myself. I still have all the questions and not all the answers but others look to me and I can’t say no because I have been blessed by the precious gift of mentoring. You evolve and you evolve again and you do your best. (Personal Communication, 2011)

**Coach, Coaching, Instructing and Teaching.** Participants defined coach, coaching, instructing and teaching throughout the interview process. One participant noted that in preparation for the interview she had Googled the term mentor and it included a definition of teacher. It turned out that coaching, teaching and instructing in spite of being defined differently in some literature were considered by all participants to be a vital subset of the mentoring experience. Figure 16 depicts the role of coaching, instructing and mentoring as interviewees defined the mentoring process. This figure is important in that it deviates in significant ways from some of the literature that is adamant that the role of mentor, coach, and instructor should be separate and distinct. As you see in Figure 16 the participants in this research needed mentors that could be helpful on multiple fronts as they were working external to organizations and needed as much support as possible to be successful female OD consultants. Again the experiential nature of OD – made the ability to have a coach with different skills expose a protégée to new things, teach new skills that were very valuable to one’s career and very much appreciated by the mentee. The respondents believed hat coaching, teaching, and instructing were subsets of mentoring.

Chip Bell (2000) called mentors “learning advisors” (p. 133). Mentors according to Bell, must take an honest and in depth look at the mentees development. This involves, “a learning partnership” (p. 134). A learning partnership provides gifts such as, “advice,
feedback, focus and support” (p. 134). Bell goes on to state that for a learning partnership to work and for the mentee to receive the learning gifts – all vestiges of power and command must be neutralized and the mentor does not seek to control the learning but rather surrounds the process of learning for the mentee’s success (p. 134). Bell speaks about giving learning gifts for example having a mentor that finds and gives articles that are pertinent to the mentee (p. 135). As a lifelong learner, I was blessed to have a mentor that was a learning coach. She ensured I kept abreast and current in topics in my field by suggesting books, articles, movies, seminars, and courses. Through her work I learned to feel more like a subject matter expert than ever before.

A great deal of literature goes to great lengths to distinguish the differences between coaching and mentoring. For example, Crawford (2010) is adamant that mentors are not surrogate coaches. He suggests that coaching is better suited and should be provided by the immediate manager or done as an intervention with the appropriate person. Coaching is skill specific and feedback driven according Crawford and best done by managers. However, in the case of this research, many of the women are sole proprietors, partners and do not have the type of working relationships were coaching can occur. “One of the most important differences between coaching and mentoring is that the mentor helps the mentee realize his or her career aspirations. The coach helps the employee perform his job better” (Crawford, 2010, p. 5). Most of the research participants would agree with Crawford with the added caveat that the best mentors know when to move into a role of coach.

From my research came the understanding that some elements of coaching need to be imbedded in the mentoring process of female, external OD Consultants. There is an
important distinction between female, external OD Consultant’s circumstances and those of people that have regular access to a manager, who can guide, give feedback, train on skills and in general assume the role of a coach. Therefore, the role of a multifaceted mentor takes on ever-greater importance for the research participants. This is especially true if the mentor was a gifted OD practitioner.

*Figure 16. Role of Coaching and Instructing in Mentoring Process.*

Interviewees had many viewpoints on coaching, instructing and mentoring as captured in Table 11. All participants ultimately agreed that instructing and coaching plays a critical role in mentoring and agreed with the verbal rendition of Figure 16. According to Turbin and Lee (2007), “the protégée will benefit most from a mentoring relationship in which the mentor has the skills and interest to provide effective coaching—both career and psychosocial” (p. 37).
### Participant View Points On Mentoring, Coaching and Instructing

<table>
<thead>
<tr>
<th>Participant</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>I’ve been coached and mentored. There is a difference and I make a distinction between the two – coaching has a more defined skills approach. Good mentors provide what is needed.</td>
</tr>
<tr>
<td>Two</td>
<td>The difference between coaching and mentoring is that coaching is how to do it. Mentoring is helping you find the answer for yourself. Mentoring is much more of an art form. Much less formula driven. It is about the whole person.</td>
</tr>
<tr>
<td>Four</td>
<td>Don’t think of mentoring as coaching. See these as very different and there is a lot in this area to explore. However there is nothing that prevents a mentor from coaching as needed or appropriate.</td>
</tr>
<tr>
<td>Five</td>
<td>Mentor helped me with confidence and skill development. I think of a mentor as a trusted friend, counselor and advisor. Recommend formal mentors in the field.</td>
</tr>
<tr>
<td>Six</td>
<td>Define mentoring as the wiser more experienced person who guides you through learning a filed or a process. It is a guiding process. Mentoring is more like professional development, coaching is different in that it is focused on skill sets and conflict resolution. Education is skill development for current and future jobs. Teaching is more for beginners. However, as the wiser more experienced person works as a guide they may employ other tools as needed such as coaching and teaching.</td>
</tr>
<tr>
<td>Seven</td>
<td>Don’t label the relationship as mentoring that sets too many boundaries. It is a learning opportunity.</td>
</tr>
<tr>
<td>Eight</td>
<td>OD is a high affiliation profession. There is a community aspect – sharing through mentoring, coaching and teaching is important to sustain the profession.</td>
</tr>
<tr>
<td>Nine</td>
<td>We need to work on ourselves and be ready to make the changes the world needs. Mentoring and Coaching need to get at the experiential side of OD.</td>
</tr>
<tr>
<td>Eleven</td>
<td>All of my mentors have provided feedback and coaching especially as I was learning new OD models.</td>
</tr>
</tbody>
</table>
Twelve The best mentors challenge you and help you find your best self and do your best work.

Thirteen Mentor for many years – of course he coached me as well.

Fourteen Mentoring was successful because of the approach of curiosity and helpfulness. Mentors provided feedback – asked questions, taught me new philosophies.

According to Lyons (2000), “In its modern form coaching is a young and evolving field whose definition has yet to be determined and within which good practice is still being understood and developed” (p. 18). Lyons goes on to say that coaching is built on foundations from “many established fields including consultancy and counseling”. I would argue that mentoring falls in the same camp as a young and evolving field. There is no one definition and no one process that fits all circumstances.

So again the idea that mentoring contains subsets of coaching and instructing fits with the interviewees and this researcher. There is a solid comfort according to participants in finding the person that can help you develop into a better “you”.

**Stewards.** Mentors mentioned the term steward many times when referring to their mentor. According to Peter Block, “Stewardship is a way to use power to serve through the practice of partnership and empowerment” (p. 63). As participants talked about stewards, they often discussed collaboration – working together as equals. It is key for the mentoring relationship to work that it is comprised of “Mutual respect, exchanging thoughts and ideas for the purpose of generating new information, options and solutions… the give and take of dialogue, the two way street of support and challenge” (Ting & Riddle, 2006).
Being a steward often references the safeguarding or supervising of a valuable resource. Participants discussed the term stewardship in the following quotes:

- *My mentor cared about me and treated me as if I was a person with value*
- *My mentor cared as much about the process of mentoring as he did about me. He was a steward of both*
- *My mentor taught me that I was a steward for the whole system, not just the person who hired me…*
- *Being a steward as an OD practitioner is about creating a legacy*
- *My mentor claimed me as a full partner and we enjoyed mutuality and healthy dialogue*

The term steward or stewardship was mentioned 32 times by interview participants. They often used the term to imply that the mentor was safeguarding this relationship, which to many of the mentors was precious.

**Mentor Attributes and Methods.** There is a great deal of literature about the attributes of mentors and the interviewees spent a great deal of time talking about the attributes they found important. Not surprisingly the lists have some similarities and some differences. According to Allen and Poteet (1999), as quoted by Allen (2007) there is no significant research that pinpoints the specific attributes a mentor should have, however some common skills included “listening and communication skills, patience, knowledge of organization and industry and the ability to read and understand others” (p. 140).

After Kram (1986) completed a variety of studies she believed mentor attributes fell into two broad categories: Career functions and psychosocial functions. Career
functions included sponsorship, coaching, protection, exposure and challenging work. Psychosocial functions included, role modeling, counseling, acceptance and confirmation, and friendship. Crawford’s (2010), list of attributes for mentors includes the following: trust, honesty, integrity, availability, effectiveness, expertise, relevant experience, confidential relationship including commitment and passion, and someone who helps the mentor achieve desired results and outcomes (pp. 43-58).

Mentors use different tools in the mentoring process. Some of the tools mentioned in literature include: adult development theory, counseling, career development, coaching, teaching, support, feedback, emotional intelligence, observation, leadership development, advocacy, and goal setting. Participants mentioned the same tools and discussed how the appropriate use of mentoring tools through the mentoring process helped them in multiple ways: personal growth; professional development and being prepared for opportunities that they would not have dreamed of prior to mentoring.

Participant quotes could be divided neatly into the career functions and psychosocial functions defined by Kram. As it related to career functions, I heard the following quotes:

- My mentor advised me to hang in during a tough situation related to partnership and I didn’t. I wished I had because he was right and it ended up costing me both money and confidence. I should have stood my ground. When he later gave me advice, I took it and am a full partner in the business.

- My mentor helped me find my niche – my special place in OD.
• My mentor opened doors and gave me the keys to the OD world by allowing me to partner with her and work with her. I participated in OD work that student’s of OD read about and dream of doing themselves.

• I could not decide what was the best course of action in a given situation – of course I turned to my mentor.

• Practicing OD with my mentor was an experience that will stay with me. I gained confidence and skill.

• I had international – large-scale experiences as a result of being mentored by someone with name recognition. This helped my own credibility in the field of OD.

The following quotes are just a sampling of what was shared with me related to the psychosocial attributes of mentors:

• If I had to describe my mentor I would describe her as a role model. She taught me the value of diversity and inclusion by her actions. She taught me to think outside the narrow confines of my upbringing and encouraged me to go to school. Because of her I received a BA and a MA. There was no question in her mind I could do. My mentor is 90 years old now and we still keep in touch. Her lessons, counseling and support still resonate with me today, years later as they did 40 years ago.

• I would characterize my mentor as open, kind, accepting, and one who I could turn to when the chips were down. I had a dry spell as an external consultant and was doing temp work to keep the bills paid. I cried about this to my mentor and he helped me develop a business plan to get back on my feet. He
affirmed me when I needed it most and sent some work my way. Without him and his counseling I would not be where I am today.

- The thing I appreciated most about my mentor is that she kept me grounded during some difficult periods in my personal life.
- As I said before, my mentor claimed me as a full partner. There was total acceptance.

Other tools, methods and skills mentioned by participants are found in subsequent sections and include: Socratic methods, Servant Leadership, Credibility, Advocacy, Wise Sage, and Counselor,

**Socratic Method.** Interviewees mentioned the use of the Socratic method as a tool. One participant reminded me that Socrates is credited with saying that “an unexamined life is not worth living.” Another participant was clear on the fact that through Socratic questioning, her mentor ensured that she came to her own conclusions. Through questions, debate and deeper probing, and asking the questions behind the original questions, participants learned and applied the learning from these dialogues in new and different ways. One participant stated in a subsequent phone conversation, “what was cool about his approach is that you had to dig deeper to a new level of understanding and discovery” (Personal Communication, 2010). Another participant mentioned in passing that, “it was cool to come to your own conclusions, have them validated and gain confidence in your abilities through the Socratic approach” (Personal communication, 2011). And participant one mentioned. “That mentors that ask the right questions – truly help you examine your own life, motives and abilities in a manner that
we often and sadly neglect. Particularly in OD when ones self is the instrument it is critical to be reflective” (Personal Communication, 2010).

**Servant Leadership.** Mentors were often described by interviewees as servant leaders, a number of the participants recommended Greenleaf’s book on Servant Leadership and reframed his principles to discuss mentors who were servant leaders. According to Greenleaf (1977), the servant-leader “is a servant first” (p. 27). Greenleaf continues that it “begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first…” (p. 27). The difference between servant leader and leaders is very distinct. The servant leader puts the other person first and “make[s] sure that other people’s highest priority needs are being served. The best test, and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” (p. 27). Here we clearly see elements of selflessness and the pay it forward mentality that all of the participants mentioned.

Participants were passionate about those mentors who exhibited servant leadership and spent considerable time in the interviews discussing this with me. Below are just a few representative quotes of what was shared during the interview process:

- *My mentor put my growth and well-being first*
- *I have a desire to pay forward the wonderful gift of mentoring*
- *There was no power differential between us – I was treated as a full partner from day one*
• My mentor was vested in my success, my growth, my needs and me. Maxwell (2008) said in his book, that mentors make people development their top priority. (p. 12). That describes my mentor

• My mentor was pretty fabulous, she cared so about the field of OD that she wanted to pass on her knowledge and skill before she left the field

• I was cared about and nurtured as a whole person – it was not just about improving my professional skills it was about improving my life so that I could be my best self

• I can’t say enough about the wonderful women leaders in OD who were kind and gracious enough to mentor me and to allow me into their inner circle. Their mentoring created a lasting legacy one that I will pass on and pay forward. I only wish more female OD practitioners could have worked with these great dames of OD before they passed or retired

• In a strange twist of fate, I was mentored so well that I surpassed my mentor; instead of being jealous my mentor supports me still and comes to me for advice. There was never any jealously only heartfelt pride in what I have managed to accomplish over the years

Credibility. Trust and credibility were mentioned time and time again as attributes that contribute to a successful mentoring outcome. The interviewees in this study described credibility in terms of someone who is a subject matter expert in their area and is respected in their area of expertise. Some of the interview participants made no secret of the fact that they deliberately sought out mentors particularly mentors in the OD field who had significant local or national name recognition. Being mentored by someone with

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a “name” or “brand” provides recognition that may open doors for the mentee or in other ways advance their career. Also they may be exposed to other areas of OD and expand their knowledge base.

One participant artfully summed up what so many of the interviewees said about credibility related to OD professionals,

_I wanted a mentor that was respected in the field. I wanted someone that could help with my professional resume and references that was someone I would be proud to be associated with...selfishly I also hoped this relationship would not only help me learn, grow and develop but that it would also open new opportunities for me. I was willing to put everything I had into making this mentoring relationship successful and I wanted it to be time well spent for both of us._ (Personal Communication, 2011)

Another participant was very direct about credibility related to the “name brand quotient” of her OD consultant. _“I know it sounds calculating, but I worked hard to put myself in a position to have a somewhat famous OD consultant”_ (Personal Communication, 2011).

Credibility also referred to trust. Mentees want someone they can trust. In the OD field where confidentiality is mandated, having someone you can trust with your confidences and discuss work product is considered a luxury. Many of the respondents mentioned that walking through tricky situations with their mentor helped them arrive at better solutions and become better OD practitioners. This would not have been possible without a high level of trust.
Trust is such a foundational thing – without trust you can’t have any kind of relationship that is real. It does not matter if you are talking about mentoring, friendships or marriage, you have to be credible or it does not work. (Personal Communication, 2011)

Credibility is an absolute necessity – having an anti-mentor taught me that. The face for the adoring fans was different than the face he showed his workers, his bag toting assistances, or anyone that he thought was below him. Credibility means trust, it means consistency; it means honesty and truth telling. It is not two-faced. You either are or are not credible. (Personal Communication, 2010).

Advocate – leveling the playing field. Mentors played an important role in supporting women through the issues related to gender inequality. Some of the mentors actually took women under their wing and brought them in on big jobs or endorsed them to others. Other mentors worked behind the scenes to remove barriers. Men and Women Mentors both were willing to tackle this issue with their mentees by helping them plan for gender issues upfront and have alternative solutions at the ready to deal with gender inequality. Figure 17 is a description of how one participant described mentoring to me as it related to getting the playing field leveled and how having mentors who could play the role of advocate was advantageous. Figure 17 illustrates that advocacy can sometimes make all the difference in supporting women as they navigate extremely tricky gender issues as female OD consultants external to the organizations for which they perform OD services.
Figure 17. Closing the Gap.

In Gibson’s (2005) research on mentoring women in higher educational settings, she pointed out that the, “theme of having someone who truly cares and acts in one’s best interest emerged as essential to the mentoring experience” (p. 480). Gibson went on to state that having someone who cares, in whom you trust and who has a high level of commitment to act on the protégées behalf can assist in creating positive career outcomes (p. 482).

According to McKeen & Bujaki (2007), the glass ceiling still exists and is preventing women from reaching their full potential or parity with men in the United States. According to them, 92% of successful women who were studied were mentored.
Mentors can play the role of advocate, assist in breaking the glass ceiling in the following ways:

- Identify key success factors
- Assist in overcoming barriers to success
- Help women develop a style men are comfortable with
- Inclusion
- Introduction to informal networks and decision makers
- Offering support and encouragement on assignments
- Overcoming overt and covert stereotypes and discrimination

Having a white, male mentor may further the career aspirations of the protégée because of perceived power (as paraphrased from McKeen & Bujaki, 2007).

Thus “literature clearly identifies, mentoring as important in helping women to break through the glass ceiling” (McKeen & Bujaki, 2007, p. 199). Participants spent a lot more time talking about gender issues than I anticipated. Only one participant said she had never experienced any gender discrimination. Having 13 interviewees overwhelming share stories about the difficulty of being a woman in OD was disheartening. Perhaps the most disillusioned I became was when I realized that women were not just talking about the glass ceiling in generic terms – half of them were saying they experienced discrimination within the field of OD. “OD can be an exclusive boy’s club at times, look at the speaker’s at the national convention, look how some of the OD men have treated women in the field” (Personal Communication, 2010). Another women mentioned that
even schools back in her day seemed to have a bias for women going into OD as did the NTL (Personal Communication, 2011). Yet another women mentioned,

*A lot of the real work in OD is done by women and the work women gravitate towards seems to pay less – for example coaching, mentoring, small group work, team work, and work in non-profits—I am not sure it is worth less. Or if the men who get the bigger and more strategic roles positioned it that way.* (Personal Communication, 2010 & 2011).

**Figure 18.** Gender Inequality Busting Barriers Through Mentoring.

Figure 18 is based on how participants view mentoring’s ability to bust barriers, open doors and help them achieve parity with men in the consulting world of OD. Participants were very frank about how gender discrimination impacted them. However,
they all believed that with the right mentoring and skill development or coaching and networking these barriers could be minimized.

Note this is based on the interviews, data, theoretical sampling and flip charts depicted in Appendix H.
Figure 19. Flip Chart Tracking Gender Issues Faced by 13 Interviewees.

Women in OD, similar to women in business, may face issues of gender inequality. The U.S. gender wage gap in 2008 is 22.9%, meaning that for every dollar a man makes a woman makes only 77.1 cents (Institute for Women’s Policy Research,
According to Covin and Harris (1995), “women [consultants] are far more likely to face unfair discrimination” (p. 7). They describe how female consultants may be impacted by discrimination in two ways. Decision makers may reject female consultants on the basis of their gender. Perceptions that influence this type of discrimination include the belief that upper management may prefer male consultants, and that men may possess critical consultant talent including the ability to make tough decisions and take risks. The second issue is that the very organizations in which women compete with men to gain entry into are typically steeped in patriarchic structures and systems. These organizations may have glass ceilings, lack women in leadership roles, and have limited diversity.

Table 12 is a partial list of gender issues that interview participants identified. They discussed the impact of gender issues on them personally as well as the remedy their mentor suggested. The frustration I heard from 13 of the interview subjects is that they work in a field that is supposed to be based on democratic principles and yet – here they are clawing for opportunities that will advance their practice and pay them the same as their male colleagues. One participant said,

*I have been practicing for a number of years and I thought it was getting better, than the economy went to hell and things have reverted. Men that used to be supportive are now worried about where there next client is coming from so they are less likely to refer business and if they do – the sometimes want a fee for the referral.* (Personal Communication, 2011)

Another participant said that she,

*… focuses on the positive impact my mentor has had on me…Sure my business may not be generating the income I would like, but I can work at what I love, save*
some for retirement and have the opportunity to do good work. (Personal Communication, 2010).

She credits her mentor with giving her confidence, opening doors and teaching her some very marketable OD skills.

Table 12

Partial List of Data on Gender Issues for External Female OD Consults From Interviews

<table>
<thead>
<tr>
<th>Gender Issues</th>
<th>Impact on Mentee</th>
<th>Mentor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>C- Suite population mostly male.</td>
<td>Tough to get foot in door.</td>
<td>Assist with mentoring, bring mentees in on jobs.</td>
</tr>
<tr>
<td>Men discount women.</td>
<td>Tough to get strategic or big jobs.</td>
<td>Develop ways of gaining respect in field.</td>
</tr>
<tr>
<td>Men make more $$.</td>
<td>Frustration, discrimination, hard to prove.</td>
<td>Do best work and dollars will eventually follow – guard reputation.</td>
</tr>
<tr>
<td>OD – old boys network is alive and well.</td>
<td>Tough to get jobs.</td>
<td>Create your own network.</td>
</tr>
<tr>
<td>Founding OD females not as well known as males.</td>
<td>Disappointment.</td>
<td>Get to know these powerful, successful OD women before they are gone.</td>
</tr>
<tr>
<td>70 to 80% of ODN members are women but men still more viable in field.</td>
<td>Many women in same boat – increased competition – determine to live with abundance and share with other women or go it alone.</td>
<td>Network, develop skills, manage work, and get to know influential men. Many in OD field are great mentors.</td>
</tr>
<tr>
<td>Women more likely to get client work in non-profits, foundations, and academic, educational, government settings than Fortune 50.</td>
<td>Lost opportunities for big success - $$ - even if choice is theirs and work is meaningful to be able to compete effectively and win big jobs would boost morale.</td>
<td>Many male/female mentors assist in making connections, discussing rates and opening doors or removing invisible barriers.</td>
</tr>
</tbody>
</table>
13 of the 14 women raised issues related to gender inequality. Interestingly the one black participant said she never felt she experienced discrimination based on color and gender because her background, skill sets and work ethic preceded her into the workplace. She also mentioned that because she chooses to follow her passion there were less issues. Her passion was in the non-profit, education, and foundation world.

The biggest gender issue for women was one I call the issue of lost opportunity. Businesses will never know what they lost by failing to bring in a qualified woman OD consultant. And the females that loose out on this opportunities miss prestigious jobs, the ability for more money, new contacts and better opportunities in the future. One participant lost over one million dollars when she refused to fight for a partnership spot in the consulting firm in which she worked for years. She had some support but some of the men thought that project management and OD were not technical enough skills because their practice worked mainly with banking, finance and technology. The firm was eventually sold to one of the big eight consulting firms and each partner except for the interviewee received in excess of one million dollars.

Another participant remembers a magazine cover that depicted the glass ceiling with an article that went on to state how women only made 70 cents to every dollar a man earned. From then on she was determined to make her own equality. She has learned that pricing is important. If you price too low you are not taken seriously, if you price too high you may lose the job. Her mantra is I work hard but I do nothing anymore for free. With her fierce determination she has survived the economic crisis and even thrived by focusing on what she does best and by living a model of abundance. She will share information and ideas with other women readily believing in the power of what goes
around comes around. However with clients she is strictly professional and business minded. This model works for her.

While not intended to be part of my research I did get information on bill rates that I include here not as any sort of formal compensation research but data from women who work and compete as external OD female consultants. National pay rates averaged from $75.00 per hour to $450 for women. The lowest rates came from the non-profit sector and the highest rates were for strategic work done in Fortune 100 companies. As many of these OD consultants were in practice with men and saw the billing they shared the following range for men: $75 to $800 per hour. The highest rates were for international work done at the executive level, which was considered to be extremely challenging, and strategic work.

Four of the participants brought up an interesting twist to gender inequality and called it the “Sticky Floor” Syndrome. They mentioned that women were there own worst enemies for several reasons:

- Some OD consultants show up at client meetings dressed in “granola type” garb – not at all professional
- Other women show up acting old fashioned and “wearing their purple hats”
- Other women only offer tools and not solutions
- Some focus only on emotional intelligence, coaching, and lower level interactions
- Some disparage all use of technology
• Other times women mentioned that they put themselves at a disadvantage by not taking the business side seriously by staying current and up to date.

• The worst crime is women not helping other women. All believed in sharing with others and lending a helping hand.

Wise Sage. I have used the phrase “wise sage” several times throughout this paper. It comes straight from the interviews. Interestingly enough in some literature the term wise sage is synonymous with the term mentor. Interviewees overwhelmingly wanted someone who is wise and who will share that wisdom effectively to be their mentor. As one participant stated, “I want someone that has life experience and lessons to share, so I can minimize the number of life lessons I learn the hard way” Personal Communication (2010). Another interviewee reflected that her mentor was her “mirror or truth teller”. And yet during a second call, one mentee told me the story of wanting an “elder” in her life. She wanted to be the learner who watched, listened and learned as OD masters worked or told their stories. Through this process she believed she would grow and develop and learn things she would never think to ask.

Counselor. All of the participants mentioned the role of counselor multiple times. A mentor who serves as a counselor was credited with helping them generate different perspectives, see a broader world view and assist them through difficult stages in their career and in some instances, their personal life. Counseling assistance came in the way of asking questions, honest dialogue and providing feedback. In Table 10, the categories of perspective generator, wise sage, Socratic method and counselor overlapped. There is no doubt in my mind that while these categories are similar they also have differences worth mentioning:
Participants considered the wise sage to be someone from whom they could learn specific skills and behaviors. Through the use of counseling and questioning and dialogue – participants learned to generate alternative perspectives. Sometimes alternative perspectives were generated by Socratic methods of questioning and debate and sometimes through counseling and reflection.

Counseling took two forms. The first form was clearly focused on professional work related items only. The second form focused on the whole person. Often involving discussions of a personal nature.

The functions of counseling, wise sage, perspective generator and counselor were considered so critical to the successful mentoring experience they were mentioned by each participant a total of 90 times. Literature is not quiet on the topic of counseling and mentoring. For instance, Kram when referring to the psychosocial functions of mentoring includes counseling as one of the areas in which a mentor assists the mentee (Turban & Lee, 2007).

Participants comments related to the counseling aspect of mentoring were rich, deeply moving and very illustrative. I have selected just a few of the comments on counseling to share below:

- “My mentor provided counseling in a gentle and non-intrusive manner. He helped me see that I had a lot to offer and that I needed to shed the layers of self doubt and see myself as skilled practitioner” (Personal Communication, 2011).
- “My grandmother was my first mentor and she encouraged me to think beyond the gender stereotypes that I grew up with...because of her counseling I became the first women in my family to go to college and I then went on to become an
attorney. Back then my family was very traditional and men had certain roles and women had certain roles. Without her counseling I would not have ventured so far from the traditional roles expected of women. Until her death she was someone I could confide in, believe in and trust in. She made me feel that anything was possible” (Personal communication 2011).

• “My second mentor became a friend and confidante although I always considered her a mentor. She counseled me on work-life balance, on dusting myself off, on career changes, on a discrimination lawsuit I contemplated and on a nasty divorce. Her advice, her questions, her feedback lead me to make decisions that were articulate and well thought out. I hate to think of the choices I may have made without her counsel and guidance” (Personal Communication, 2011).

• “I don’t think a mentor can be good unless they are willing to coach and counsel. I would not need a mentor if I had all the answers, if I was capable of seeing the world from multiple angles and if I only wanted to learn on my own. My mentor counseled me to become a subject matter expert in a few things while still being general enough in my practice to get work outside my main area of focus. Due to this wise advice, I have not only continued to learn and grow, I have developed long term lucrative contracts with some clients and am proud to say my business is sound in this very tough and competitive economy” (Personal Communication, 2012).

• “My mentor has counseled me for years – in jest I often call it free therapy. Even when I moved and started over in another location, my mentor has just been a phone call away. Always asking the right questions, putting words on the
unspoken and helping me to see the truth in every situation we discuss. My mentor holds me accountable and through her counseling and continued interest in my success – I went farther and had more success than I would have had on my own” (Personal Communication, 2011).

All of the participants valued counseling and through coding I was able to determine the close relationship between counseling, perspective generation, wise sage and the use of Socratic Methods. What counseling offered these women through the mentoring process was the ability to have a safe haven in which to discuss a variety of concerns ranging from the most personal issues to those related solely to one’s career. Margo Murray stated as paraphrased here that for mentors and protégées to appropriately interact the mentor needed finely honed counseling skills for routine and unusual circumstances (2001, p. 156). Without a doubt, I believe my 14 interviewees would agree with Ms. Murray.

**Mentoring Relationship Characteristics.** From the interviewees I learned that with the right mix of relationship characteristics one was more likely to experience a successful mentoring encounter with their mentor. The most repeated characteristics was that the dynamics between the mentee and mentor created positive energy, that two way feedback was part of the process, that the relationship was symbiotic and reciprocal, the relationship was grounded in mutuality, both parties are transformed by the exchange and the relationship benefits the field of OD. One interviewee talked about the mentee-mentor relationship as if it were a third party. I asked her about this and her response was fascinating, “The relationship is key. It’s like a marriage, there has to be the right mix of chemistry and magic for it to work and work well” (Personal Communication, 2011).
**Positive Energy.** Interviewees wanted mentors that created positive energy and were enthusiastic partners in learning. Mentors were viewed as givers of themselves, their time, their talents, their wisdom, their skills, their networks, and their values. Participant 12 put it this way, “...givers create positive energy and positive karma—they become adders in your life in that you are better for having known them. Conversely there are people that draw from you and drain all the energy from you. These people are subtractors in your life and that need to be avoided...” (Personal Communication, 2011). She then went on to recommend a book about adders and subtractors in one’s life, titled: Four Kinds of People Who Can Change Your Life. Participant 12’s basic philosophy is one of abundance – you get more when you give more. She was very grateful for the three mentors she had – they added to her life, helped her see possibilities and instilled in her the desire to pay forward their gift of mentoring. To this end she hosts peer groups, networking events, and mentors others. As a mentor she discussed the following,

*I get more than I give and the power in paying it forward has created an abundance of positivity in my life. I know to some this may seem hokey – but I am a better practitioner from every interaction I have. I know how to protect myself from energy zappers and move forward...Give me someone who wants to learn, desires to move forward and who is willing to be a partner and the energy between us creates a powerful and beautiful collaboration.* (Personal communication, 2011 – 2012)

**Two Way Feedback.** Mentoring works best when the feedback is mutual and two directional. Figure 20 demonstrates the feedback loop that is valued by mentees. Participant one mentioned,
Women in OD need real learning dialogue. We need the give and take – the ability to debate and the ability to speak our minds, ask questions and provide feedback to our mentor, not just as it relates to OD topics but to tell them how they are doing as a mentor and what they should, start, stop and continue doing within the confines of the relationship. Conversely, they must give us honest and direct feedback. If this does not occur a great opportunity is lost. (Personal Communication, 2010)

Participant six mentioned that two-way feedback builds and creates trust. According to her,

“It’s easier for mentees to open up and be receptive to hearing feedback about their own personal performance when mentors are open to hearing what mentees need and desire from the mentoring relationship including what could work better “ (Personal Communication, 2011).

Other participants mentioned that when they are new to something such as an OD intervention, social media, networking, billing, or marketing that in this critical first phase of learning, feedback from the mentor is invaluable. Hall and Chandler (2007) discussed the importance of feedback during different career cycles. When one is in a new learning situation, “career support—sponsorship/exposure, feedback and informational support are critical in helping learners meet the goals of this stage…feedback can be critical to the individuals self-confidence and enjoyment” (p. 486).
Mutualism- Reciprocal. A relationship based in mutuality means that both parties benefit from the relationship. “The success of any mentorship is contingent on the behaviors of both the mentor and the protégée” (Allen, 2007, p. 123). In a discussion on peer mentoring, I found the following quote and it encompasses what a number of the participants were stating in a very articulate manner. “Both members of the dyad being able to fluidly trade off taking the roles of learner and expert, making it possible for both people to give and receive mentoring functions during mentoring periods” (McManus & Russell, 2007, p. 282). Several of the participants became mentors to their original mentors. In one case this was due to a career change and in another case it was someone leaving an internal OD job and becoming an external consultant.

“A fundamental consideration is that mentoring is collaborative. It is not something you do to someone; it is an activity you do with someone” (Hart, E., 2009, p. ...
10. Every participant discussed the collaborative nature of the mentoring relationship.

Participant eight stated,

*Sometimes when I was stuck on what intervention would work in a given situation, I would call my mentor. Together we discussed the options available to me and the benefits of each option until I felt I was ready to make the right recommendation to the client.* (Personal Communication, 2010).

Note this type of open collaboration could only take place in a truly trusting relationship due to the confidential nature of OD. Another participant stated that her mentor is always willing to hear her opinions and often solicits feedback. Their mentoring relationship includes several learning and growing activities where they both are students.

*We attend seminars together and then discuss and debate what we have learned and how we can apply this to our individual OD practices. Sometimes I come up with ideas that help my mentor and sometimes she comes up with ideas that help me. Right now, we are creating our own little book club, to go back to the basics of OD and are reading and discussing books by Burke, Morgan, Marshak, Lewin and others. We plan to collaborate on learning together by hosting some OD events.*

**Transformative – open to change.** Change, transformation and inspiration provider topics/themes were mentioned 65 times during the interviews. Every women interviewed was open to change and at the heart of this openness to change was the desire to be better. Participant six, stated the following, “*One must always be open to change and be always willing to research, to learn, to grow, to mentor others – only by growing and developing self and others can we create a lasting legacy for the field of OD*”
Personally mentoring transformed my life – I changed careers and became more adept at dancing in the gray zone and dealing with ambiguity. At its best, mentoring can be a life-altering relationship that inspires mutual growth, learning and development. Its effects can be remarkable, profound, and enduring; mentoring relationships have the capacity to transform individuals, groups, organizations, and communities. (Ragins & Kram, 2007, p. 3)

All of the participants agreed that mentoring had changed their lives and the way they viewed the world. During a subsequent phone call, one participant stated that it was more than change we were talking about. “When you change – you can always go back to the way you were before, but when you transform, there is no going back. Think of the butterfly – it can’t go back to its cocoon” (Personal Communication, 2011). All mentees stated they were transformed by a successful experience.

**Benefits Field of OD.** Mentees in this study sought to create benefits for the field of Organization Development by being the best they could at the work they performed. Many times participants mentioned the importance of doing good work, of advancing the field of OD, and of creating a lasting legacy like the “founding fathers and mothers” of OD had done. There are many challenges facing the field of OD. To address those challenges Warrick (2010), proposes the following:

…it will take OD champions who are willing to practice what they preach and contribute to making the field more understandable, to find avenues for promoting the value of OD, and to create opportunities for OD practitioners and educators together to address the challenges and develop a plan for successfully meeting those challenges…(p. 633)
Warrick is synthesizing survey data from the contributors of the book, *Practicing Organizational Development: A Guide for Leading Change*. Those surveyed noted the importance of developing a body of knowledge for OD but worried that a “lack of education and training in OD” (p. 631) would result in flawed outcomes.

The importance of mentoring for all practitioners of OD gains even more importance as one reads though Warrick’s synopsis of the survey results. Mentoring can prevent some of the major mistakes made by OD practitioners and is one of the interventions OD practitioners often employ in their work. The use of mentoring according to all interview participants furthered their skills, knowledge and ability and thus contributed to a consulting business that had been exposed to more real-time or action learning. One participant summed it up quite nicely by saying, “OD is a calling, it touches your heart, mind and soul, it impacts people in profound ways if the right solution is offered – my goal is to always do OD work that the founders of OD would be proud of…” (Personal Communication, 2011).

**Benefits the World.** While none of the participants was so grandiose to say the work they did benefitted the world – I was able to draw that conclusion from the data. First, they all desired to do good OD work that would benefit others. Second, by working with others they were having an impact on individuals, dyads, groups, organizations, communities, agencies, government entities etc. Third, I discovered that all of my participants had local, state or national experience (via working with multi-site organizations). At least three of the participants had international experience. By being a change agent in these various settings they were doing both good OD work and benefitting their clients—thus making changes in the world one client at a time.
I am a change agent. I am hired to bring about change. When I am successful the organization realizes more of its potential. Sometimes as Gandhi says, “You have to the change you wish to see in the word.” I strive for every interaction with every person to be an interaction that improves that person’s day. I have learned how much influence one person can have and I try to use it wisely, particularly when I now mentor others. Through mentoring, I have learned so much and have hope that we can leave the world a little better than we found it for future generations. (Personal Communication, 2011).

One interviewee mentioned that good OD is transportable. Meaning that it can move effectively across the world. “My mentor taught me that I was a change agent and that my work could assist others. In this small way I hope to make my community, my neighborhood and my client’s organizations better places” (Personal Communication, 2011).

**Mentee Realized Outcomes.** For the mentoring relationship to be considered successful there had to be positive outcomes. Participants had to realize a benefit whether tangible or intangible. Tangible outcomes included increased: prominence in the field of OD, access to decision makers and jobs, income streams, business skills and OD network. Intangible outcomes included: increased confidence, valued relationship with mentor, living the abundance theory and paying forward the gift of mentoring, inspired to stay the course, better understanding of self as instrument, understanding of gender issues and the personal impact and choices one can make to negate gender discrimination. All of the participants echoed this participant’s viewpoint,
Of course you hope that any relationship will leave provide positive benefits. The same is true of mentoring. As a result of mentoring I have someone in my corner, a new ally as it were. As a result of mentoring, I have gained access to others and sometimes when I least expected it new opportunities were realized. Perhaps the most personal gift is one of confidence. I believe in myself more, I am a more confident practitioner and that confidence has helped me gain new clients. The benefits of being mentored successfully are many and I will never be the same because of it [mentoring]. (Personal Communication, 2011).

Outcomes for protégées that have a successful mentoring experience include: higher salaries, more career satisfaction, greater commitment to work, and increased job satisfaction (Ragins & Kram, 2007). Mentoring is also an important form of socialization that can change mentees in “psychological, mental emotional and perhaps even spiritual ways” (p. 9).

**Ancillary Information**

In the course of this research, there were some learning’s that did not fit my theory, did not reach theoretical saturation but need to be mentioned to give a complete overview of my work. Some of the items that did not make it into my theory were mentioned in the Discarded Themes section of this chapter. In this section, I review a few of those in more detail and hope that at some point more research can be done on these topics.

**Mentor Background.** A lot of data was generated through this process and while it all did not make its way into the theory developed, I include it here as both a reference point and also as part of the learning process I went through as a researcher searching for

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valid and reliable theories. Through the survey and initial interviews I quickly learned that the mentor demographics, subject matter expertise, race, age, or locations were unimportant. I tried my hand at creating a situational map of the various mentor backgrounds uncovered as depicted in Figure 21.

Figure 21. Mentor Attributes Situational Maps.

I learned that mentors could come from any field, be male or female, be any race, age or religion, as long as they were credible. The above messy situational map depicts the many things I learned about the multiple mentors described. As you can see mentors could be any age, have diverse educational and career backgrounds and even be related to the mentee. Fathers, Mothers and Grandmothers were mentioned as wonderful and
nurturing mentors. Many mentors were deliberately selected for their skill base or because they had at some point worked with the mentee.

**Mentoring is a Gift.** I learned the following from participants of the survey and from the interviews. Mentoring was considered a gift. Several mentors said it was a beautiful gift, several said it was a profound life altering gift, and several said to say nothing could diminish the positive experience. I viewed my mentoring experiences as a gift also—both as a mentor and as a mentee.

**Other Comments of Interest Related to Mentoring.** There were quite a few threads and tangential comments that while interesting did not fit perfectly with the emergent theory. I include a few comments in the participant’s voice that were left so to speak on the cutting room floor below:

- *If mentoring occurred earlier in my career I would have experienced more success*
- *I wish the mentoring relationship with X, had gone on longer. To have a name recognized mentor who really gets it was an awesome experience. A true blessing*
- *Make sure if you have an anti mentor that you also have a great mentor as to not sour on the mentoring experience*
- *My mentor was my new boss – I wish I had more time to learn his process before jumping in and actually acting like I was comfortable. I wish he had had things documented. I did like our dialogues, his modeling and his patience*
- *Ensure that the mentor fits with your needs and you are compatible*
As with any feedback always view it objectively – what is right for one person may not be right for another. While my mentor’s feedback was normally right on, I knew that I did not want to do large scale change – I wanted to understand it but it did not fit in my wheel house.

I wish my mentor was still alive (Kathleen Dannemiller)

I wish I had listened to my mentor I would be a million dollar’s richer

I strongly suggest having multiple mentors as needed

Remember to thank your mentors and credit them in your work

As with any research not all of the threads fit into a nice neat package or develop into a theory. Through the grounded theory process I had what I called secondary learning’s I include them here. These secondary learning’s came about because of the semi structured nature of the interviews and because of the participants desire to fully disclose experiences they thought would be helpful and advance my research.

Twenty eight times business issues were mentioned during the interview. Running a consulting practice, having your own business, or being a partner or employee at a consulting group is different than being an internal employee. For those women that were a single owner entrepreneur or that were in leadership positions managing the business end as well as the client end of things it was essential to be effective, relevant and essential to remain an on-going concern in this tough economy.

Business related concerns included figuring out how to win business, write contracts and proposals, set prices, budget, manage money, develop a brand and figure out ways to have long term – repeat clients. Continuing this dialogue many participants mentioned that is particularly difficult to effectively manage current clients while
searching for your next client. Other business related concerns included ensuring you were paid on time and that if the scope of a job changed that you understood how to hold your ground and demand more money.

Some of the participants gave advice on running an OD consulting business. First, many participants said that it was imperative that you showed up as professionals in “suits”, that you understood the business and jargon of the client’s business, that you could confidently talk about your successes with appropriate references, and that you were able to talk about price without sounding apologetic. “*If you charge too little they will never take you seriously – do your homework – then ask for 5 to 10 % more*” (Personal Communication, 2011). Other participants stated one should only do work they feel passionate about and work with clients that are a good fit for your skill set. Another piece of advice related to losing a much-desired bid or piece of business. Never count on the client until you get your first check and always remember that if you lose a bid - be classy about it because you never know when another opportunity with that lost account may come around again. Finally, many women said you needed to be authentic and true to yourself and sometimes that may mean walking away from a job or firing a client. Two participants mentioned defining success in terms other than money was the key to their happiness. As long as they make enough to pay their mortgage and put money away for retirement all is good. The work means more to some participants if they are helping a non-profit realize its mission, working for world peace, fighting poverty, supporting start up businesses or helping companies stay afloat.

Of course more was said about mentoring than fit within the theory that emerged. 26 times comments (some were duplications) related to mentoring were made that did not
tie into the theory. First, interviewees mentioned that you could learn from anyone if you have an open mind. Don’t be afraid to pick a mentor that you don’t like. Learn from anti-mentors. With the right reference point you can make every encounter a learning experience. Second, Menttium®, ODN mentoring projects, associations and mentoring groups via LinkedIn™ are all good resources. Women in OD should find out what is available and figure out which groups they can tap into. Third, if making the big bucks is important you need to have a “Marquee” brand. You need to work for a prestigious OD professional or a well know consulting firm. The work may be more formula based and less creative but that is where the dollars are and if you can’t work in these places try to find a mentor with tie-ins to these people or companies. Fourth, OD is experiential there is nothing wrong with a mentor playing the role of coach, instructor, teacher, or demonstrator. Build your skill set in some way every day! Fifth, Mentoring is essential. Never become dated – keep up and pay it forward. Sixth, if your mentor is a male boss, peer or business partner, assumptions can be made about favoritism. Be sure the relationship remains above reproach – some people will always assume the worst.

Abundance while included in the pay it forward part of the theory developed was mentioned five additional times. Interviewees really thought it was important to practice a theory of abundance, of sharing, of helping, of living what they call the basic OD principles. They also felt it was important to surround yourself with people who add to your life rather than subtract from it. Living abundantly has nothing to do with money but everything to do with your worldview and your willingness to share the lessons you have learned.
Having an additional support networks was mentioned six times. Interviewees know that consulting can be lonely, scary and hard. Having a network of colleagues to lean on makes you stronger and gets one through hard times. Additionally networking has practical ramifications for the interviewees, as it is a way to connect with people who may refer clients or assist in generating better ideas or ways of doing things.

Lastly interviewees mentioned developing talent, having fortitude and grit as being important 14 times. Talents that needed to be honed to a superior level were the ability to dialogue, dance in the gray zone, develop your own personal code of conduct, ethics and philosophy, then stick with it, ensure your life is balanced, practice self-care, be authentic and clear about who you are, and never give up. Life is about the journey not the destination have enough grit and fortitude to take the journey. Be open to new possibilities and endless surprises!

**Chapter Summary**

Chapter four was meant to provide the reader with a guided tour of the research process, the methods used to reveal and develop a theory that was solidly grounded with the data generated and to share these theories in words and drawings. In addition, literature was used along with participant comments to support the emerging theories. Saturation occurred but there were some interesting tidbits that I called ancillary information that I briefly shared as well. The ancillary information may be grounds for further research. Three of the interrelated aspects of the theory that emerged from the data in abbreviated form include:

1. Mentors must possess certain attributes

2. The mentoring relationship is based on mutuality
3. Successful mentoring provides tangible and intangible outcomes

And these three aspects of the theory are anchored by the need to do work that improves the OD profession and the world. Mentees expect to and want to pay forward the gift of mentoring.
Chapter 5: Conclusions, Recommendations, and Additional Potential for Discovery

"How lovely to think that no one need wait a moment, we can start now, start slowly changing the world. How lovely that everyone, great and small, can make their contribution...how we can always, always give something, even if it is only kindness."

Anne Frank

Be the change you want to see in the world. ~ Gandhi

Purpose of Chapter Five

The purpose of this grounded theory study was to explore what constitutes successful mentoring for female OD consultants external to the organization for which they provide OD services. This study explored the significant and dynamic relationship between mentor and mentee in order to determine what constitutes success in this overlooked area. While a great deal of research and literature exists on the topic of mentoring there is limited information available on the mentoring of female, external, OD consultants.

The goal of chapter five is to bring all of the various research pieces together in a cohesive manner so the reader can judge whether or not I was successful in answering the research question: What constitutes successful mentoring for external female OD consultants? A secondary purpose of chapter five is to discuss opportunities for further research.

Overview of Revealed Theories

I use the term revealed theories to share how the interpretative nature of grounded theory led to the creation of theory grounded in the world of OD and the world at large. Through the use of many qualitative methods, which started with the research design and then grew to include the responses of the survey participants and finally the voices of
interview participants, I gathered thick, rich, descriptive data. Theory seeks to explain a phenomena and because we do not live an isolated existence, constructivist grounded theory was a good fit for me. I did not have to separate myself from the data. I did however; take care to ensure the reader understood my background by disclosing my experience with mentoring.

Theory emerged throughout this iterative process that provided answers to my research question. For participants to agree that successful mentoring had occurred, mentors demonstrated specific, identifiable attributes (part 1) that contributed to the creation of a relationship based on mutuality with the mentee (part 2), and participants could identify tangible and intangible positive results (part 3). Further as the theory was examined other elements emerged that require the mentee to pay forward the gift of mentoring, and create a positive impact on the world of OD and the world at large. This can be accomplished by doing good OD work whether in dyads, groups, communities, organizations, government entities, non-profits or other types of organizations.

Mentor attributes identified included:

1. It is vital for the mentor to be credible and respected
2. Mentors should be subject matter experts in the areas they are providing mentoring.
3. Mentors were considered wise sages in their respected areas of subject matter expertise or life experiences and their wisdom was valuable to the mentee and her journey
4. Mentors need to walk the talk and provide leadership through example
5. Mentors that are stewards and servant leaders invest time, energy, and transfer knowledge to mentees.

6. Mentors were sounding boards often using Socratic methods to assist mentees in coming up with their own answers and truth. In this role mentors acted as counselors and perspective generators encouraging reflection.

7. Mentors were advocates for women and seen as champions and proponents of assisting women to advance in the field of OD.

8. Mentors often crossed the line into the area of coaching and instructing teaching their mentees new skills.

The second part of the theory to emerge was on the quality of the relationship between the mentor and mentee. The relationship needed to be one of mutuality and reciprocity as both the Mentor and Mentee should receive gifts of feedback, knowledge and be open to being changed by the experience. The relationship was based on abundance and created positive energy. Together, they were more than alone. Mentees felt the process improved the field of OD for women.

The third part of the theory is one of outcomes. Mentoring created tangible and intangible outcomes for the mentee. Women were positively changed by the experience. In tangible ways this manifested itself as: Increased prominence in field due to association with a well known mentor; Increased access to decision makers and jobs; Increased income streams; Increased understanding the business side of consulting; Increased network of OD and business professionals; Increased knowledge and skill. The intangible outcomes included: Increased confidence; A valued and treasured relationship with a mentor; A desire to pay forward the gift of mentoring; Inspired to stay the course;
Better understanding of self as instrument and reflective practice; And a full understanding of gender issues and ability to better navigate landmines.

The final part of the theory to be revealed tied all of the previous parts together. For mentoring to have been considered successful the mentee had to pay forward the gift of mentoring and had to improve the field of OD and the world by doing good, solid, solution based OD work. The full theory is presented in Figure 22.
Figure 22. Theory Revisited Pictorially.

Figure 22 is important in that it unifies the parts of the theory and from this picture one can see the importance of mentoring not just for the mentee but also for the OD community and the world. In this case the interviewees were clear that as they became better OD practitioners, the value of their contribution to the OD community increased.
As these interviewees continued to work in OD, whether it was dyads, teams, large groups, communities, non-profits, governments, etc. their impact had a ripple effect. Being true to OD principles and values these impacts were hoped to have positive impacts on others in the world. As both the Frank and Gandhi quotes at the beginning of this chapter illustrated these interviewees desired to be a force for positive change in the OD world and in the world.

As illustrated in Brown’s work, women can contribute and make a meaningful contribution to OD and the world. Women are swelling the ranks of OD and we are a force to be reckoned with – we can and will change and transform the world one interaction and one client at a time. (Personal Communication, 2010)

Participant Responses Compared To Researcher Experience. I noted with a great deal of interest that the stories the 14 interview participants shared about their individual mentoring experiences often mirrored my own experience. This stood out in six main areas of focus: First and foremost, I considered mentoring a gift. The idea that someone would invest time in my personal development for no personal gain on his or her part was at once humbling and exhilarating. Second, while none of the participants used the term mentor attributes (term is used in literature) I found I agreed that the best mentors possessed certain traits. I found that I flourished under the Socratic approach of debate and dialogue, with the mentor never telling me what to do but rather letting me lead myself to the right conclusion through questioning. Third, the ability to pay the gift of mentoring forward to others kept the original mentoring alive. Forth, like the participants, I go back in time to when I was mentored and remember the lessons learned. Those lessons have stayed with me and are alive and well, even thought the most
significant mentors I had have passed away. I was transformed by the mentoring experience. Fifth, as a woman I believe I have faced gender discrimination, therefore, the advocacy and support of mentors has been critical to my self esteem and my willingness to get back up on the horse and live to fight another day. Lastly, it is my hope that mentoring will profoundly change the field of OD. So much of OD is experiential; it needs to be shared in the field where interventions are done.

**Overview of Findings**

For successful mentoring to occur, mentors demonstrated specific, identifiable attributes (part 1) that contributed to the creation of a symbiotic relationship with the mentee (part 2), and as a result of a successful mentoring experience, external female OD consultants could identify tangible and intangible positive results (part 3). These three parts along with a desire to benefit the field of OD, improve the world and pay forward the gift of mentoring came together as depicted in Figure 22.

**Mentor Attributes.** None of the participants used the term attributes or the phrase mentor attributes. I picked this phrase up from numerous books and articles on the topic of mentoring that discussed mentor and mentee characteristics as attributes. As you can see in Figure 22 all of the attributes that fit within my theory and meet the criteria of reaching saturation are listed below and include:

- Leader (stewardship and servant)
- Invests oneself – wise sage – transferring of knowledge
- Credible—respectable
- Advocate
- Sounding Board
• Use of Socratic methods
• Coach/teach/instruct
• Creates Positive Interactions

**Mentee Attributes.** The attributes of mentees did not fit neatly into my research because the participants spent little time focusing on their own attributes and much more time focusing on the characteristics or attributes of the mentors. I let the research lead me and followed the participant’s example instead of trying to force something to fit or alter the natural flow of the conversation during the interview. What is depicted in figure 22 are the most often repeated phrases the women used to discuss themselves and they include:

• Appreciation of mentor
• Desired to be mentored
• Respected their mentor
• Willingness to be open and honest throughout this process
• Willingness to give and receive feedback
• Bringing positive energy to the experience of being mentored
• The desire to pay forward the gift of mentoring (reached saturation)
• Committed to the relationship and its success
Mentee Relationship With Mentor

The mentee’s relationship with the mentor is of vital importance in establishing success. A successful relationship was characterized by creating positive energy. I asked one interviewee to clarify what she meant by positive energy, and she replied,

*I mean the creation of the two of us coming together and both leaving believing we had shared a positive and professional exchange. Personally, my mentor always left me feeling more confident, more hopeful and more jazzed about the future.* (Personal Communication, 2012).

While other mentees may not have used the term positive energy, I inferred that from phrases like:

- Felt I could tackle any problem with confidence
- Left our meetings feeling bigger
- Looked forward to meetings with my mentor because no matter how bleak things looked, I knew they would look better after our meeting
- Believed in myself, my skills and my abilities

Mentees stated that the most successful relationships were based on mutuality, were reciprocal, that two-way feedback was the norm and that both parties were open to change and transformation. At the core all of the mentees wanted to benefit and further the field of OD. One way in, which they all have or plan to further the field of OD, is by paying forward the gift of mentoring.

Outcomes

Every participant mentioned various gifts they realized as active participants in the mentoring process. These gifts were both tangible and intangible.
I am forever grateful for the time my mentor spent with me, the investment he made in me and the way in which I was transformed personally and professionally. My mentor assisted me by providing me access to decision makers, by advocating for me and by ensuring I knew how to value my own worth in the market. These gifts created a legacy of sorts that keep on giving. I was blessed to have had this life altering experience. (Personal Communication, 2010)

Comments like these were common and were unsolicited. Never once did I ask the question: What did you get out of the mentoring relationship. I heard all sorts of great stories about the confidence participants gained, about how they learned more about OD or consulting and how they experienced the transformation that mentoring provided.

**Tangible Outcomes.** Tangible outcomes included the following:

- Gaining increased prominence in the OD field. Several participants mentioned that they had been able to do strategic, large-scale interventions or international work as a result of being mentored. Several others mentioned the ability to get published, work in academia and grow the name brand of their practice.

- Increased access to decision makers who make “buy” determinations. A number of participants had mentors who introduced them to influential people.

- Growing their income stream was one tangible outcome often mentioned. As I shared in chapter four, participants trusted me with the billing rates. Participants mentioned that their income stream increased due to a change in their bill rates or as a result of gaining additional business. Many
mentors helped participants determine what to charge and gave them insight into what the market would pay. This was considered extremely valuable information to possess, especially in this tough economy.

- Many of the participants mentioned how they learned more about the business side of consulting. Not only about what to charge, but how to structure payments, write a contract, manage the business relationship, learn how to market one’s business and how to effectively use social media to gain more business.

- When participants were discussing increased knowledge they differentiated between business and OD learning. Every participant learned some OD skill from their mentor – for some it was big – like learning how to do Future Search or Appreciative inquiry. For others it was learning how to coach a business leader and yet for others it was learning how to effectively consult in general.

- The best situations with mentors who had an OD background was learning how networked they were and being introduced and welcomed into larger communities of OD professionals.

**Intangible Outcomes.** As I looked back on my dialogue with participants I noticed that the most confidential stories surrounded discussions on intangible outcomes. These intangible outcomes included:

- Increased confidence
- Valued relationship with mentor
• Abundance theory – good karma – the desire to pay forward the gift of mentoring
• Inspired to stay the course as an external OD consultant and not give up the dream
• Better understanding of self as instrument
• Understanding of the personal impact gender discrimination has and how to better navigate through gender issues

**Conclusions About The Theory Created**

The theory that emerged had three main components as highlighted above: mentor attributes; mentor-mentee relationship characteristics and both the tangible and intangible outcomes the mentee received. In addition to these three main components embedded in the theory are the basic democratic principles on which OD is founded. First that OD professionals pay-it-forward, second that the mentees have a responsibility to make the field of OD and the world a better place by appropriately employing the art of OD.

**Significance of the Study**

This study was significant in that it focused on an underexplored area related to mentoring. Survey and interview participants viewed mentoring as critical to their success, their professional well-being, their continued learning and development as well as providing support for further career success in the role of an external OD consultant. They considered mentoring vital to the field of OD. As one participant put it,

*OD is a special and often misunderstood field, for it to live on, and make the changes the founding mothers and fathers of OD envisioned, it has to be shared. One has to have the ability to learn from masters in the various areas of OD. I*
can think of no better model than Future Search or Dannemiller’s Whole Scale Change. (Personal Communication, 2012)

All of the participants believed that OD was not something you could learn by just reading a book, taking a class, or attending a seminar. They felt that being part of the work, being able to watch an OD intervention in action or being mentored and coached through an OD process was necessary to be good at OD. One participant stated,

*Every OD program should insist on the completion of a formal mentoring program before turning students loose on the world. The mentee should be able to experience OD as it really is – to be able to dive into the gray matter and understand that there is an art to OD. Further – internships with oversight should be considered. I cannot say it strongly enough OD is an experiential field in which one deals with individuals, dyads, groups, organizations, and communities. Not being adequately prepared would be similar to a MD that never interned in their specialty.* (Personal Communication, 2010)

Participant comments often reminded me of the following Chinese Proverb, “Tell me and I will forget; show me and I may remember; involve me and I will understand.” Participants wanted the chance to be involved in the process. While most of the participants focused on mentors that had Human Resource Development, Training, or Organizational Development backgrounds, several of them mentioned mentors that came from other walks of life in the business and marketing fields. Even with these mentors, the participants craved involvement. One participant shared this comment about one of her many mentors who was an expert at technology with an emphasis in social media:
Wow was this young women cool. She taught me about software that let me know how many times my website was visited, she taught me how to create a blog and how to do webinars and how to use LinkedIn® and Twitter. The first time I did a webinar, I was nervous I would mess up. She invited me to watch her do a webinar and then came and sat with me during the first and second webinar I gave. She taught me how to engage the audience, use polling and surveys real time. Technology had always scared me. Now I see it is the only way to stay alive in this business. I will be forever grateful to this cool, young women who taught me that you can learn from someone younger, - You can in fact teach an old dog new tricks! As a result of her assistance, support and mentoring my business has picked up. I tell friends of mine about technology all the time – yet they have resisted the urge to adapt. I think if they had a mentor like mine, it would make all the difference. (Personal Communication, 2011).

Limitations

One limitation with qualitative research is that the researcher is the instrument. It is through my lens that that this study is situated. As a baby boomer, I entered this research having personally experienced mentoring, gender and age bias throughout my career.

The second limitation that has to be considered is the scope of the research. The search for participants stopped once saturation occurred and theory was developed using the constant comparison method, open coding, focused coding and theoretical coding. Since my research only encompasses the seven participants who finished the survey and met the criteria, and the 14 participants who elected to be part of the study, I can not
claim that my research is true for all people in all times and places (Bryant, 2004). All but one participant were Caucasian, previous careers were diverse, experience as eternal OD consultants varied, the majority of the interviewees were baby boomers, and only four states were represented. Using the techniques outlined in previous chapters to find participants, I may not have generated a good cross section of the population and this may introduce bias into the study.

**Delimitations**

“Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study” (Lunenburg & Irby, 2008, p. 134). One delimitation is the focus on external OD consultants. Many OD practitioners work as internal OD consultants. A second delimitation is the fact that while I studied the relationship between two parties, mentor and mentee; I only surveyed and interviewed the mentee. A third delimitation was the requirement that the mentoring experience be considered successful. A fourth delimitation was the requirement that participants be women. These delimitations mean findings from this research would not be transferable to men, to internal OD consultants, to the non-mentored, or to those that have had unsuccessful mentoring experiences.

**Implications for OD**

Mentoring and coaching have long been OD interventions in organizations according to Rothwell, Sullivan and McLean (1995). Now seems to be the time to practice what we preach or use what we prescribe to others and that is mentoring. Schein (2009) discussed helping relationships, which remind me of mentoring, he states that, “personal initiative leads to a relationship and if we understand the dynamics of building any relationship, we can build a more effective helping relationship” (p. 10). Seven
survey participants and 14 interviewees believe they were personally helped because they were mentored. According to the participants, mentoring was a gift that transformed them into better OD practitioners and even into better people. Critical dialogue, change and learning happen when one is appropriately coached and mentored. Through it all the mentee/helpee evolves into the mentor/helper, which is remarkable.

When I least expected it, I discovered a wonderful dissertation entitled, *Influential Women in Organization Development: Illuminating the Path to Prominence and the Role of Knowledge and Influence In the Evolution of OD*, by Carol Brown. Her work turned me on to a great video, *The History of OD: A Women’s Perspective* and this video included discussions between Edie Seashore, Barbara Bunker, Billie Alban, & Elsie Cross. Listening to these women discuss their early years in OD, when women in all types of careers had to struggle was bittersweet. It was difficult to hear them recount how they struggled to gain a foothold in OD and how much harder they had to work than their male counterparts to be taken seriously. The principles of OD are based on humanistic values and one would have hoped that in the field of OD discrimination and gender bias would have no place. In spite of the difficulties thrown their way, they managed, they survived and thrived by forming relationships, partnerships and networking with like minded men and women in OD because they were doggedly determined to claim OD as their career.

The use of mentoring has many implications for OD. From the interviews and survey we learned that participants became more skilled practitioners, were often exposed to experiential types of learning, gained confidence in consulting and developed a desire to pay forward the gift of mentoring. Because so much of OD is experiential, much like
Warrick mentioned, there has to be a bridge between academic learning and the actual application. Mentoring is one way to address the gap and give practitioners the exposure they need to real world situations and OD solutions. Even if the type of mentoring they receive does not expose them to experiential OD situations having a trusted mentor they can turn to assists them in doing better work.

**Recommendations for Future Study**

There are many recommendations for future study and they are briefly listed below. The first recommendation would be to interview mentees specifically on what attributes they brought to the table that created a successful mentoring experience. As stated previously, the mentees focused almost exclusively on what they needed from mentors. Another recommendation would be to interview the mentors and see if their input changes or confirms the theory. I wonder if they would have different interpretations of the same mentoring experience. A third recommendation would be to interview paired mentors and mentees and see how they view a successful mentoring relationship. A forth recommendation would be to consider a longitudinal study on how mentees fair 1, 5, and ten years out from a career standpoint. A fifth recommendation would be to focus exclusively on one area of my theory: attributes, relationship, outcome, paying it forward, benefiting OD, and improving the world. Certainly one could dig deeper. A sixth recommendation would be to look at the ancillary findings that I encountered and see if one could gather any traction there in the following areas:

- Age, race, and sex of mentor – does it truly not matter?
- What about anti-mentors – how should negative experiences that produce positive outcomes be looked at?
• Does the type of mentoring (formal, informal, peer) matter in some way?
• Can networking and peer groups take the place of mentoring?
• What about multiple mentors? How do you find the right ones? Why isn’t one enough? How can OD respond to this?

Recommendation seven would be to include internal OD consultants in mentoring research. Recommendation eight would be to compare OD consultants mentoring experiences between internal and external consultants. Recommendation nine would be to study the impact of gender discrimination in OD. Recommendation ten would be to look closely at the experience of minority OD consultants and mentoring. Recommendation 11 would be to look at unsuccessful mentoring experiences and see if there are negative consequences as a result. And lastly – look at doing a study that indicates how many female OD consultants there are, what they are doing career wise and how mentoring has assisted them in their various career specialties. This research just touched a small point, I am sure there are dozens of other jumping off points for further research consideration.

**My Personal Journey of Growth and Discovery**

A dissertation is a journey and just as it is often stated that it takes a village to raise a child, it also takes a village of support to complete a dissertation. I was blessed to have had support along the way that made all the difference in the world – when life seemed too tough and the grief over the passing of loved ones seemed too raw – others stepped in to offer encouragement or if needed “kick my butt”. Sometimes I needed sympathy and love and other times I needed the tough love that said ABD (all but
dissertation) was not good enough. In multiple ways people reminded me that I could not let those who believed in me down.

My desire to get an EdD in OD came as a mid-life surprise. I thought I ought to go back and complete the law degree I started and had put on hold. However, through the encouragement of a good friend and mentor, I was encouraged to follow my heart—so I took the brave step and enrolled in the doctoral program at St. Thomas. From the very beginning, the thought of completing a dissertation overwhelmed me. It seemed that all too soon, classes were completed, written and oral exams were passed, and it was time to begin the dissertation journey.

The first hurdle was what should my dissertation focus on and how could it contribute to the field of OD. Through a lot of soul searching and the desire to honor the late, Dr. Sharon Gibson, I settled on the topic of mentoring. As I researched mentoring, I discovered there was little written about the mentoring of female, external consultants and even less written about female, external, OD consultants. From this initial work, I found my research purpose and question: What contributes to the successful mentoring of female, external OD consultants? Or asked in another manner: What constitutes the successful mentoring of female, external OD consultants?

Just as I often do, I underestimated the amount of time it would take to complete a dissertation. My life as a mom, grandmother, employee, wife and daughter of elderly parents kept me busy. At the end of the day, I was often too tired to do much work. And then there were the frustrating times when I had taken some false steps that set me back. This is when I experienced my own version of the dissertation “blues”. So much to do, so little time and the desire to do a good job creates a lot of pressure. The dissertation
“blues” made it hard to enjoy normal activities because always in the back of your head is the nagging little voice, “Jan – your dissertation is calling.”

When I was working on the dissertation – I sometimes boiled the ocean. I could easily have inserted 100 more references in this paper – I read everything I could get my hands on related to mentoring and coaching and consulting. All this did was allow me to procrastinate. When I started to write I wanted to capture all the neat stuff I had read even if there was no need for it. In fact on one draft of my dissertation (400 pages worth), my advisor said my dissertation was overweight if not obese. Talk about wasted effort on both of our parts.

When I started this dissertation both of my parents were alive, encouraging and interested in this work. My mother even read a bit of my work. Sadly they passed away without seeing me finish. While I had never thought of my parents as mentors – something happened along the way and I changed my thinking. Several of the participants mentioned grandparents, parents and various family members as mentors and it opened a new vista for me. Both of my beloved parents were in their own beautiful way mentors. My parents encouraged my love of reading, learning and education. They taught me that what was important in life was contained in one’s heart and head and that one must fill them wisely. They taught me to believe in myself and to try new things. They encouraged me when life through the proverbial curve ball and helped me back up. Through this process and this topic I am able to honor both my Mother and Father who I now know without a doubt were my first mentors. I was truly blessed!

Other mentors entered my life formally and informally as I discussed in previous chapters. Each experience left me better off than I was before because I learned, I grew, I
developed and I turned into a better version of myself. Mentoring like the interview participants stated multiple times truly is a gift. By choosing a topic on mentoring, I was able to reflect on my own experiences and find that they aligned nicely with survey participants and interviewees. Like the interviewees, I took a pay-it-forward approach and have mentored several young women and with pride have watched them grow into fine professionals. I like to think that some day I will be working for them. In addition, I mentored a group of confirmation students. These young women with their concern for the world and their spirit give me hope for the future. As stated by participant 14,

Being mentored is a gift but being able to mentor others is a gift too – it shows you have something to pass on. It helps to create a legacy that can hopefully keep on giving. You never know how what you share may be passed on, but hopefully, it is passed on its purest form and keeps on giving. (Personal Communication, 2011)

Hope for the Future

It is my hope that mentoring will gain more prominence as a tool for all OD practitioners. Not as a tool in their tool kit to use with clients but as a real solution to some of the problems facing the OD profession. Namely, how best to teach and pass on the legacy of the aging OD gurus and how to ensure that OD practitioners are truly qualified to do OD work.

As validated by this research, OD is often a lonely career choice. It is also not learned through books and school alone. OD practitioners need the ability to “experience OD”, to see it in action and to “feel” it. Through mentoring this is made possible to those that would otherwise not have the opportunity. I read something somewhere that some in
OD thought an OD data base maintained at a University could assist in keeping alive the works of our founding fathers and mothers of OD. I think the better alternative would be to keep their work alive through mentoring.
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Greensboro, NC: Center for Creative Leadership.


Where we are and where we need to go. *Advances in Developing Human Resources, 7*(4), 446 - 469. Available at http://dx.doi.org/10.1177/1523422305279667.


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*Developing grounded theory: The second generation.* Walnut Creek, CA: Left Coast.


Appendix A
Survey Invitation

Re: Invitation to participate in Doctoral Research Survey

My name is Janice [Jan] Blake and I am a doctoral candidate working on my Doctorate in Organization Development at the University of St. Thomas. You have been invited to participate in my research. I am interested in finding out what constitutes successful mentoring for external female Organization Development (OD) consultants. The tentative title for my research is, *Mentoring Female OD Consultants: Discovering New Theories Using a Grounded Theory Approach.*

Your participation in my research project will involve taking a brief survey that should take less than five minutes to complete. Your participation will assist me in learning about successful mentoring of external, female OD consultants and will also assist me in generating a list of subjects that have been successfully mentored to be interviewed.

To participate please click on the link and follow the instructions: 

If you have trouble with the link you can copy the above address into your browser. Once again the information provided will assist me and be used in my dissertation. Your privacy and confidentiality will be carefully safeguarded and any identifying characteristics will be removed.

I look forward to you participation and key contributions to this research. If you have any questions or feel you would like to be interviewed you may contact me via email at BlakeResearch.com or call me at 651-246-0594.

Thank you for your support!

Sincerely,

Janice Blake
Appendix B
Survey Logic

Figure B1. Survey Logic Part 1.
Figure B2. Survey Logic Part 2.
Dear Ms. ________________:

My name is Janice Blake and I am a doctoral candidate at the University of St. Thomas. I am looking for female external Organization Development (OD) consultants who have had a successful mentee experience that are willing to participate in a one-hour interview. With your help I will be one step closer to my dream of completing the final requirement for my doctoral degree.

I understand that you are an external OD consultant and I am most interested in talking with you if you consider yourself to have been successfully mentored. In particular, I am interested in discovering what constitutes successful mentoring for female external OD consultants. The tentative title for my research is, Mentoring Female OD Consultants: Discovering New Theories Using a Grounded Theory Approach. Participation in the study is voluntary and confidential. Benefits that subjects may receive are assisting a doctoral student complete her research and access to the completed dissertation, if interested.

If you or someone you know meets the requirements of my research study (female, external OD consultant, who has been successfully mentored) and would be interested in participating in the interview process please contact me by phone or email with participant names and contact information (phone and email). I will then contact potential participants to ensure they meet the parameters of my study and to set up times for the interviews.

Confidentiality will be maintained and I will not disclose to anyone the names of those that have elected to participate. I can be reached at 651-246-0594 or at blakementoringresearch@comcast.net or janblake@comcast.net. Your support, assistance and involvement in my dissertation research are greatly appreciated. Thank you.

With Warm Regards,
Jan Blake
Doctoral Candidate, University of St. Thomas

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Appendix D
Interviewee Recruitment – Electronic Posting and General Email Used for both Convenience and Snowball Recruitment

Dear (MNODN, St. Thomas Alumni, LinkedIn, SHRM, TCHRA, ODN, etc.) Colleague:

My name is Janice Blake and I am a doctoral candidate at the University of St. Thomas. I am looking for female external Organization Development (OD) consultants who have had a successful mentee experience that are willing to participate in a one-hour interview. With your help I will be one step closer to my dream of completing the final requirement for my doctoral degree.

I am interested in discovering what constitutes successful mentoring for female external OD consultants. The tentative title for my research is, Mentoring Female OD Consultants: Discovering New Theories Using a Grounded Theory Approach. Participation in the study is voluntary and confidential. Benefits that subjects may receive are assisting a doctoral student complete her research and access to the completed dissertation, if interested.

If you or someone you know may be interested in the interview process please contact me by phone or email with potential participant names and contact information (phone and email). I will then contact the potential participants to ensure they meet the parameters of my study and to set up times for the interviews.

Confidentiality will be maintained and I will not disclose to anyone the names of those that have elected to participate. I can be reached at 651-246-0594 or at blakementoringresearch@comcast.net or janblake@comcast.net. Your support, assistance and involvement in my dissertation research are greatly appreciated. Thank you.

With Warm Regards,
Jan Blake
Doctoral Candidate, University of St. Thomas

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Appendix E
Initial Interview Guide

Interview Format

- Introduce myself
  - Ensue consent to tape record the interview
- Sincerely thank the participant for their time and investment in my research
- Review the purpose for the research
  - Understand what contributes to the successful mentoring of female OD consultants
- Review the signed consent form and their agreement to participate
  - Ask if there are any questions
- Confirm they meet the requirements (mentored successfully, female, external OD consultant)
- As a researcher using grounded theory as the methodology, the following questions only frame the interview and I may need to alter the questions, the order of the questions and ask additional follow up questions to generate useful data
  - What was it about being mentored that made you classify it as a successful experience?
  - If you were to relieve the mentoring experience what would have made this mentoring experience even better?
- At the conclusion of the above questions, there needs to be closure.
  - Is there anything that was not asked or discussed that you would like to share now?
  - I need to ensure, I have done no harm and am leaving you in a good place. Are you okay with our conversation?
  - I would like to briefly go over my notes with you now. Then I will summarize the key points.
  - Please note I am the only one that will see this data. As I continue in my research process, should I have further questions may I contact you? I would like to contact you to review theories as they are being developed a well.

- Once again, this information will remain confidential.
- Thank you for the precious gift of time

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Appendix F
Data Collection Note Taking Tool

Believed this information would come out naturally in the stories versus needing to be specifically asked

<table>
<thead>
<tr>
<th>Looking For This Information</th>
<th>Information Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics of mentee (age, race, etc.)</td>
<td></td>
</tr>
<tr>
<td>Location of mentee</td>
<td></td>
</tr>
<tr>
<td>Length of time mentored</td>
<td></td>
</tr>
<tr>
<td>Number of mentors</td>
<td></td>
</tr>
<tr>
<td>Demographics of mentor</td>
<td></td>
</tr>
<tr>
<td>Length of time as external OD Consultant</td>
<td></td>
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<tr>
<td>Prior Careers</td>
<td></td>
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<tr>
<td>Mentor SME</td>
<td></td>
</tr>
<tr>
<td>Mentor advocacy against glass ceiling issues</td>
<td></td>
</tr>
<tr>
<td>Personal Growth</td>
<td></td>
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<tr>
<td>Professional Growth</td>
<td></td>
</tr>
<tr>
<td>Financial Information</td>
<td></td>
</tr>
<tr>
<td>Differences between OD mentors and other SME Mentors</td>
<td></td>
</tr>
<tr>
<td>How Mentor, Mentoring, Coaching, Mentee, Protégée Defined</td>
<td></td>
</tr>
<tr>
<td>References mentioned by Interviewee to consider</td>
<td></td>
</tr>
<tr>
<td>How mentoring success defined</td>
<td></td>
</tr>
<tr>
<td>Particular quotes</td>
<td></td>
</tr>
<tr>
<td>Importance or unimportance of mentoring</td>
<td></td>
</tr>
<tr>
<td>Are they mentors themselves</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the above data I was trying to track as it came naturally through the open-ended questions – I also reviewed emerging theories with participants and tracked their comments in the same manner. The emerging theories were on the left hand side of a sheet of paper and their comments were captured on the right.

These processes helped keep me grounded in the data and ensure that I was capturing data at multiple levels.
Appendix G  
Participant Permission Form

CONSENT FORM  
UNIVERSITY OF ST. THOMAS

Mentoring Female OD Consultants:  
Discovering New Theories Using a Grounded Theory Methodology  
[IRB log B09-120-02]

I am conducting a study about the successful mentoring of female external Organization Development Practitioners. I invite you to participate in this research. You were selected as a possible participant because you self selected when responding to an email survey. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Janice Blake under the advisement of Dr. Alla Heorhiadi from the department of Organization Learning and Development.

Background Information:

The purpose of this study is: to discover new theories that will provide an understanding of the successful mentoring of external female OD consultants and determine what could have made the mentoring process even more successful. The research question is: What constitutes successful mentoring for external, female OD consultants? The methods used will include surveys, phone interviews and in person interviews (where possible).

Procedures:

If you agree to be in this study, I will ask you to do the following things: Participants will be interviewed over the phone and these conversations will be recorded. Data will be kept under lock and key at my home. Participants may expect the interviews to take approximately one hour and may be contacted for clarification at a later time.

Risks and Benefits of Being in the Study:

There are no risks associated with this study as the focus is on a successful experience. As a participant you determine what experiences you will share with me and you can elect to stop the interview at any time during the interview process. All data will be kept confidential and subject identity will be masked. There are no direct benefits for participating in this research but it is my hope that you may benefit in some fashion by reflecting on the positive mentoring relationship and gain a deeper awareness of the impact this experience has had on your personal and professional life.

Confidentiality:

The records of this study will be kept confidential. In any sort of report I publish, I will not include information that will make it possible to identify you in any way. The types of records I
will create include audio recording of interviews and researcher notes. This information will be kept under lock and key at my home office and destroyed after completion of my dissertation.

Voluntary Nature of the Study:

Your participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of St. Thomas. If you decide to participate, you are free to withdraw at any time up to and until one week after our phone interview is completed. Should you decide to withdraw data collected about you will not be used. You are also free to skip any questions I may ask.

Contacts and Questions

My name is Janice Blake. You may ask any questions you have now. If you have questions later, you may contact me at 651-246-0594. My advisor is Dr. A. Heorhiadi and you may contact her at 651-962-4457. You may also contact the University of St. Thomas Institutional Review Board at 651-962-5341 with any questions or concerns.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study. I am at least 18 years of age. I consent to being digitally recorded.

______________________________ ________________
Signature of Study Participant Date
Print Name of Study Participant

______________________________ ________________
Signature of Parent or Guardian Date
(If applicable)
Print Name of Parent or Guardian
(If Applicable)

______________________________
Signature of Researcher Date
Figure H1. Flip Chart 1.