

12-11-2018

The Effects of Collegiate Mentoring: An Empirical Review

Rebecca Cohen

Johnson & Wales University - Providence, rcohen02@wildcats.jwu.edu

Follow this and additional works at: <https://scholarsarchive.jwu.edu/hospcapstone>



Part of the [Hospitality Administration and Management Commons](#)

Repository Citation

Cohen, Rebecca, "The Effects of Collegiate Mentoring: An Empirical Review" (2018). *Senior Capstone Projects*. 3.
<https://scholarsarchive.jwu.edu/hospcapstone/3>

This Research Paper is brought to you for free and open access by the College of Hospitality Management at ScholarsArchive@JWU. It has been accepted for inclusion in Senior Capstone Projects by an authorized administrator of ScholarsArchive@JWU. For more information, please contact jcastel@jwu.edu.

The Effects of Collegiate Mentoring: An Empirical Review

Rebecca Cohen

Johnson & Wales University

HOSP 6900 Hospitality Capstone

December 11, 2018

Table of Contents

Introduction.....	4
Review of Literature	5
Career Development	7
Psychosocial Support	8
Role Modeling	8
Research Methodology	9
Limitations of the Review.....	10
Future Research Opportunities	10
Conclusion	11
References.....	12

Abstract

The effects of mentorship have dominated discussions of strategic leadership development in the hospitality industry. At first glance, it may seem difficult to form a lasting and beneficial mentoring relationship due to the challenges inherent in creating a natural and organic rapport between two individuals. The purpose of the following review is to showcase the comparison between existing literature in regard to the effects of the mentor-mentee relationship in the collegiate setting. Through the analysis of the existing literature, three cumulative themes became apparent: career development, psychosocial support, and role modeling. The mentor-mentee relationship, which is usually positive, can become associated with certain risks, which include possible sabotage or insufficient support for the mentee. In consideration of the time frame, top scholarly journals, including the *Consortium Journal of Hospitality Management*, *Journal of Hospitality and Tourism Management*, and *Journal of Restaurant and Foodservice Marketing*, were consulted.

Keywords: mentor, mentee, leadership, development, strategic, career development

The Effects of Collegiate Mentoring: An Empirical Review

Introduction

The purpose of this review is to showcase a comparison between existing literature in regard to the effects of the mentor-mentee relationship in the collegiate setting. In order to do so, data was pulled together that illustrate common themes. According to the literature, mentoring should be viewed as a professional development tool for both the mentor and the mentee (Gandy & Jackson, 2013). However, certain undesirable impacts of this relationship were also discussed in the literature. The mentor-mentee dynamic can become dysfunctional, so it is imperative to identify the implications of the negative aspects of this relationship as well. As noted by Scandura (1998), “it is important to keep in mind that mentoring relationships are as fragile as any personal relationship... Relational difficulties [consequently] may cause a great deal of distress for the parties involved” (p.11). Mentoring is a process that should result in a positive experience for both parties involved. Based on the empirical review that was conducted, however, there are a few researchers of this subject who have chosen to overlook an important aspect of mentoring to focus solely on its benefits.

For those who focus on its benefits, “mentoring is a valuable strategy that has been proven to provide students with the emotional and instrumental support they need to achieve their academic and personal goals” (Coles, 2011, p. 1). By providing their services, guidance, and encouragement, mentors can play an important role in the nurturing of their mentees’ college aspirations, help them prepare for college, and advise them on how to make successful transitions throughout their academic career. Some studies discussed in the following empirical review have also showcased that those who are involved in mentoring relationships are better equipped to receive promotions and salary increases and to enjoy a higher level of job

fulfillment, as compared to those who are not involved in mentoring relationships (Gandy & Jackson, 2013).

Review of Literature

Mentoring has received a great deal of attention from both academic experts and professional managers. Many fields have adapted mentor-mentee practices, including educational institutions, religious organizations, and non-profit organizations. A majority of these fields focus on a classification of mentoring functions or on its benefits for both the mentor and mentee. Research from the *International Society for Performance Improvement* has argued that the “major benefits” of mentoring programs for the “protégé are produced from the direct information and the vicarious experiences supplied by the mentor, as well as the degree of confidence that is built [from the] guidance, assistance, and support [of] the initial learning process” (Newby & Heide, 2013, p.143). Indeed, much of the research investigating mentorship programs within organizations particularly has concluded that the impact on the protégé is overwhelmingly a positive one. As noted by Merriam (1983), “...there are no studies which attempt to document the prevalence or seriousness of the negative effects of mentoring...Only successful mentoring relationships have been reported” (p. 170).

The ultimate outcomes of a mentoring relationship, however, can be varied depending on the mentoring program, quality of interaction, and the mentor’s qualifications (Hwang, Im, & Kim, 2015). Moreover, researchers have only recently begun to understand how mentoring can in fact become dysfunctional. It is important to note that there are mentoring relationships which can become troublesome when the interests of the parties change, differences in judgment exist between mentors and mentees, or mentors and mentees develop an undue involvement in one another’s personal problems (Scandura, 1998).

One study that provided insight for the empirical review presented here was Gandy and Jackson's "Mentoring: A professional development tool," published through the *Consortium Journal of Hospitality and Tourism*. Gandy and Jackson (2013) evaluate the mentoring project established for a section of their Corporate Survival Skills (CSS) course, offered within the College of Business and Information Science of a small university in rural southeastern Alabama. Their course is designed specifically for freshman students, who within the first week are assigned an upper-division student who will mentor them for the entire semester. The purpose of this study was two-fold: to identify the positive outcomes that result from the implementation of a mentorship program in a collegiate setting and to ascertain the ways in which a mentor can effectively prepare his or her mentee for the job force post-graduation.

A second study that was utilized in the empirical review was published in the *Journal of Restaurant and Foodservice Marketing*. Leong's (2001) research focused on the feasibility of mentoring and empowerment practices truly improving employee performance and customer satisfaction in chain restaurants. Forty-six managers of chain foodservice corporations were surveyed from February 10th, 2000 to March 3rd, 2000, and were requested to provide personal information related to their job status and their participation in the mentoring process. It was discovered from the findings that there were substantial connections between customer satisfaction aspects and the managers' overall insights regarding mentoring and empowerment. As participants in the study, the managers collectively agreed that the mentoring relationship in the collegiate setting contributes to employee success, goal setting, maturity, self-confidence, and initiative; all of which are vital traits to possess when aspiring to pursue a career in the hospitality industry.

An additional 2006 review from the *Journal of Hospitality and Tourism Management*, by Helen Ayers, provided substantial literature on how mobility and mentoring are key influences on career success in the tourism industry. Described to be a motivational tool for those who are evolving in their careers, mentoring was found in Ayers' study to be an effective way for one to take responsibility for his or her own career and to prepare for a future one. Ayres (2006) argued that those who are involved in mentoring relationships are granted a greater number of promotions and salary increases in their existing or eventual positions, and possess a higher level of job fulfillment, than those who are not or were never involved in a mentoring relationship. Discussed in this review are the three forms mentoring can take: support for career development, psychosocial support in the form a friendship, and a role-model relationship where the mentee matches the behavior of the mentor.

Career Development

The findings on mentoring have widely concluded that the mentees receive substantial benefits from the mentoring process. These benefits, as suggested by Kram (1985), are two separate, yet interrelated functions, classified as career-related (one) and psychosocial (two). Career-related benefits include higher job performance ratings, which lead to promotion and salary increases, and improved esteem and competence in job function once the mentee assumes the responsibility of his or her position. The career development function allows mentees to improve their working performance in the future and to reach their career goals. However, this function does tend to overemphasize "ambition for success" and/or "opportunism for success," and to encourage mentees to aggressively take advantage of the mentoring process (Allen et al., 2008; Noe, 1988; Viator, 2001). In other words, within this function of the mentoring relationship, a mentee may learn how to please or even flatter a superior, how to easily complete

workloads using temporary expedient measures, and how to be speedily promoted. These issues directly led academics in the field to study the social and psychological functions of mentoring in the collegiate setting as well.

Psychosocial Support

The psychosocial benefits of the process are related to the relationship that forms between the mentor and the mentee and include friendship, emotional support, satisfaction, and personal development. Other researchers, including Chao, Walz, and Gardner (1992), have found that mentoring also positively impacts future career success, as previously discussed, through a greater number of promotions, increased mobility, higher income, and greater overall career satisfaction.

Ultimately, what is found in this particular research is the conclusion that the psychosocial function of mentoring helps to reduce any eventual role conflict and ambiguity in the workplace. This was found because, according to the literature, improved competency and self-motivation naturally lead to less role conflict and role ambiguity in the workplace. In terms of how mentoring applies to the workplace, Linnehan (2001) has indicated that the stress caused by cultural diversity in the Los Angeles working environment could be alleviated via a mentoring program. Viator's (2001) study similarly found that the psychosocial support function was effective in diminishing role stress among the higher-ranking employees who were observed in the study.

Role Modeling

In *The Chronicle of Higher Education*, McMurtrie maintained that a good mentor does not make him or herself the focal point of conversation. McMurtrie (2014) stated, "I really disapprove of the master-slave relationship, where the student is essentially an apprentice. That

is not mentoring, that's academic thievery" (p. 2). Instead of judging and instilling too much of a competitive drive, the mentor should seek to understand what his or her novice student wants to accomplish career-wise and to help illuminate the best course of action for its realization. A true mentor will create an open atmosphere where the mentee can reveal his or her doubts and concerns without hesitation. In exchange, the protégé may come to view the mentor as a role model, advisor, consultant, and sponsor (Bernstein & Kaye, 1986; Bolton, 1980). Likewise, the mentor may come to nurture, lead, support, encourage, and coach the protégé (Clawson, 1980; Orth, Wilkinson, & Benfari, 1987). Each of these actions can increase the probability of the protégé's success and advancement within his or her future career.

Research Methodology

The research methodology used for this review is empirical. An empirical review is a review of literature of comparable studies to gather similarities as well as variances. This type of research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. Both quantitative and qualitative research methods were used in the various articles applied to this review (Cooper & Schindler, 2003).

Research from Gandy and Jackson (2013) exhibited that their qualitative observations and qualitative interviews with the mentors and mentees was able to support in conducting research for a semester to measure the success of the mentorship program and any limitations. Dr. Leong (2001) studied forty-six managers of chain foodservice corporations and they were surveyed from February 10th, 2000 to March 3rd, 2000 and asked to provide personal information related to their job status and their participation in the mentoring process. This quantitative data paired with the qualitative data from Gandy and Jackson helped collate this empirical review.

Limitations of the Review

There were limitations that impacted the empirical review of the effects of mentoring relationships within the collegiate setting. One limitation was the time constraint. Within a longer period of time, more relevant, and recent, research could have been accomplished. For instance, additional literature that investigates the impact of the relationship on both the mentor and the mentee could have been unearthed. Further, although certain articles did speak to the negative implications of the mentor-mentee relationship, a comprehensive search could not be undertaken. A comparison of articles at this juncture does, therefore, offer many intriguing directions for future research in relation to mentoring programs in the collegiate setting.

Future Research Opportunities

What has influenced this study the most is the effects that the mentor and mentee receive from being involved in a collegiate mentoring program. What should be noted is that the effects from a collegiate mentorship program not only benefit the student during their academic experience, but also in their future career endeavors. The effects from the review can be considered leadership development tools for them to utilize.

What is needed is a more comprehensive study of career development programs specifically offered in a collegiate setting. Doing so would allow for further development of the argument that the mentoring relationship inherent in these programs is advantageous for students who choose to participate in them. The expected significance of this study as it exists is to showcase the impacts that mentoring programs have within collegiate settings in further preparing undergraduate students for real-world leadership positions. Further studies on career development programs is needed, specifically in a collegiate setting in the hospitality industry, to

additionally develop the concept that mentoring produces benefits for students that choose to participate in such a program that can develop them into young professionals.

Conclusion

Mentoring should be viewed, in other words, as a professional development tool for both the mentor and the mentee. As such, this study provides leaders and their institutions with evidence of the specific nature of the leadership skills capable of being developed by peer leaders outside of their usual course structures (Skalicky & Caney, 2010).

The empirical review of the literature proffered here provides a look at the enduring and positive practices that both mentors and mentees can carry with them into their professional careers. These practices include: leadership skills, improved communication skills, long-lasting friendships, personal satisfaction, and enhanced time management skills. The powerful practices of empathy, charisma, and role modeling are often incorporated into the most successful mentoring programs as well. Mentoring is truly a professional development tool that should be implemented in a greater number of collegiate programs in order to prepare students to make strides in their future careers (Gandy & Jackson, 2013).

References

- Ayres, H. (2006). Career development in tourism and leisure: An exploratory study of the influence of mobility and mentoring. *Journal of Hospitality & Tourism Management* (Cambridge University Press), 13(2): 113-123.
- Coles, A. (2011). The role of mentoring in college access and success. *Pathways to College Network*, 1-11.
- Gandy, I., & Jackson, F. H. (2013). Mentoring: A professional development tool. *Consortium Journal of Hospitality & Tourism*, 18(1): 40-47.
- Kim, S. S., Im, J., & Hwang, J. (2015). The effects of mentoring on role stress, job attitude, and turnover intention in the hotel industry. *International Journal of Hospitality Management*, 4868-82. doi:10.1016/j.ijhm.2015.04.006
- Leong, J. (2001). Impact of mentoring and empowerment on employee performance and customer satisfaction in chain restaurants. *Journal of Restaurant & Foodservice Marketing*, 4(4), 173.
- Merriam, S. (1983). Mentors and proteges: A critical review of the literature. *Adult Education Quarterly*, 33, 161-173.
- McMurtrie, B. (2014, July 25). The Difference mentoring makes. *The Chronicle of Higher Education*, 60(42). Retrieved from <http://link.galegroup.com.jwupvdz.idm.oclc.org/apps/doc/A378790299/ITBC?u=prov43712&sid=ITBC&xid=e0099b03>

- Nash, C. (2003). Development of a mentoring system within coaching practice. *Journal of Hospitality, Leisure, Sport & Tourism Education (Oxford Brookes University)*, 2(2): 39-47.
- Newby, T. J., & Heide, A. (2013). The value of mentoring. *Performance Improvement Quarterly*, 26(2), 141–158. <https://doi-org.jwupvdz.idm.oclc.org/10.1002/piq.21149>
- Scandura, T. (1998). Dysfunctional mentoring relationships and outcomes. *Journal of Management*, 24(3), 449-467. doi:10.1016/s0149-2063(99)80068-3
- Skalicky, J., & Caney, A. (2010). PASS student leader and mentor roles: A Tertiary leadership pathway. *Journal of Peer Learning*, 3(1), 24-37.