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IN SEARCH OF THE SEA DADDY: AN INVESTIGATION INTO THE MENTOR-PROTÉGÉ DYAD IN THE US ACTIVE DUTY NAVY UTILIZING A GROUNDED THEORY APPROACH

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A DISSERTATION APPROVED FOR THE
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Acknowledgments

"To the last, I grapple with thee; From Hell's Heart, I stab at thee; For hate's sake, I spit my last breath at thee" Ahab (Melville, 1851, p. 585)

The journey that is represented by this document is my White Whale, and I am glad to put a harpoon in it once and for all. The path to completion has spanned more than a decade, three countries, eight homes, ten employers, and innumerable bottles of Scotch and Cuban cigars.

Many thanks to my committee and the graduate college that has stuck with me and allowed me to finish this project with a modicum of dignity. To Doctors Cannon, Murry, and De Los Angles, my stalwart roommates during the academic phase of this journey. Our time together was indeed the community of scholars that I had always hoped a doctoral program would be. While I am the last one to cross the finish line and we are scattered across the globe, I hope that we will one day connect as we used to.

To my parents, Virginia and Lynn, who always gave me exactly what I needed when I needed it. To my daughter Sierra, though you have been gone for over twenty years, I still try to find ways to make you proud. To my son Corrigan, you will never know the ways you have inspired me to be that best possible version of me that I can. Finally, to my dearest wife, Yadira, thank you for always being by my side and never giving up on me. I still have no clue why you chose me, but I humbled daily by your love.

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Abstract

This research project advances the understanding of the formation of the mentor-protégé dyad in the United States Navy. Utilizing open-ended interview techniques that are recorded, transcribed, and coded, utilizing a Classic Grounded Theory (CGT) methodology. The Constant Comparative Model was employed to ensure that codes were rendered saturated, thus achieving earned relevance and ensuring superfluous information was purged from the resultant theory. A Basic Social Process (BSP) describing the development of a highly functioning mentor emerged from the subjective experiences of the active duty sailors who were interviewed. The highlights and limits of the theory are discussed, as well as recommendations for future enhancement and research.

CHAPTER ONE

Introduction

Background and Rationale for the Study

At the time of this writing, CAPT Jeff Breslau has just pleaded guilty to accepting more than $65,000 worth of bribes—the latest US Navy leader to be convicted in the "Fat Leonard" scandal, a quagmire of fraud and financial abuse that includes "… tens of millions of dollars in bribes, including cash, luxury travel, Cuban cigars, Kobe beef, and Spanish suckling pigs" (McKirdy, 2018). In June of 2018, Steven Giordano, Master Chief Petty Officer of the Navy (MCPON), the senior enlisted leader of the branch, resigned in disgrace; amongst other charges, he was accused of creating a toxic and hostile work environment (Faram, 2018). Since its inception fifty years ago, the MCPON position has never been vacant, until now. In 2017, the Navy experienced four rare ship collisions and groundings. The most severe of those mishaps, the USS McCain and the USS Fitzgerald, cost 17 sailors their lives and will require upwards of a half-a-billion dollars to repair (Schmitt, 2017). Arguably, the past few years have not been banner ones for the US Navy.

Despite the lowlights described above, the US Navy has been training sailors and sailing the seven seas in defense of American interests abroad for two hundred and forty-three years. The US Navy is a complex organization with

almost 430,000 military members and 270,000 civilian employees. The human capital component, coupled with thousands of aircraft and hundreds of surface and subsurface vessels, results in an organization that is vast in scale and operationally dynamic.

It requires a tremendous investment in personnel to keep such a massive enterprise operational, and the US Navy invests heavily in training out of necessity. Many of the skills required to maintain the Navy's operational readiness are uncommon, as can be seen in the SEALs combatting terrorism or the technicians working on nuclear reactors. The skills needed for these jobs are challenging to find in the general population. Included in this training is an indoctrination into a society that blends and blurs the lines between work, home, and community. A sailor's home and place of work often become the same in ships and submarines scattered across the globe. Given the massive investment in time and resources and the risks related to sub-par personnel, it stands to reason that the Navy would be interested in how to enhance knowledge transfer, indoctrination, and retention. At the nexus of these concerns is mentorship.

The benefits of mentorship have been well documented over the past thirty years. Positive mentoring relationships are intuitively fruitful and have been empirically demonstrated to positively impact the protégé's career advancement/promotions, financial remuneration, and compensation (Dreher &

Nash, 1990) and organizational commitment (Aryee, Chay, & Chew, 1996; Douglas & Schoorman, 1988; Green, 1991). Mentored employees also feel a greater sense of satisfaction and reduced stress about their careers (Wilson & Elman, 1990) as well as an enhanced sense of organizational commitment (Aryee, Chay & Chew, 1996; Douglas & Schoorman, 1988; Green, 1991).

Benefits are not limited to the protégé. The mentor can learn state-of-the-art concepts and tools in their professions, and they can engage in homosocial reproduction while effectively guaranteeing their legacy and immortality in the organization (Kanter, 1977). Mentors are often viewed with respect for taking time out to help the protégés, allowing mentors a better grasp of the organization by socializing with its junior members.

The literature also indicates that non-assigned or spontaneous mentor-protégé dyads result in higher levels of job satisfaction and organizational socialization (Chao, Walz, & Gardner, 1991). These spontaneous dyads tend to have a lower failure rate than assigned ones (Noe, 1988). However, it is essential to note that formal programs can be beneficial as well. As Seibert (1999) found in his longitudinal study, employees with mentors reported significantly higher levels of job satisfaction than their non-mentored colleagues.

As briefly demonstrated above, there are many benefits to having a mentor, both formal and informal. However, there are several possible

impediments to the formation of this relationship, especially in a culturally diverse organization such as the Navy. Research indicates that minority group members often prefer homogenous relationships (Gonzalez & Rodriguez, 1995; Tillman, 1998) but have difficulty finding mentors who match in gender, race/ethnicity, class, or sexual orientation (Bowman, Kite, Branscombe, & Williams, 1999; Lark & Croteau, 1998; Rodenhauser, Rudisill, & Dvorak, 2000). Conversely, minorities tend to mentor individuals who are like themselves (Sanchez & Reyes, 1999). Research also has borne out that mentors in cross-cultural dyads provide less mentoring and psychological support to those protégés who are less like them (Burke, McKeen, & McKenna, 1993; Dreher & Cox, 1996; Feldman et al., 2009; Koberg, Boss & Goodman., 1998, Lankau, Riordan & Thomas, 2005; Ortiz-Walters & Gilson, 2005). Negative interpersonal friction is higher in cross-gender dyads (Dreher & Ash, 1990; Freidman et al., 2009; Kanter, 1977). Scandura and Williams (2001) also have demonstrated that cross-gender dyads tend to manifest fewer role-modeling behaviors.

The Navy's formal mentorship policy, NAVPERCOMINST 5300.1 (2009), appears to grasp most of the benefits and pitfalls listed above, and this program is mandatory for all military personnel (p. 3). However, I have personal, anecdotal knowledge that sailors are either 1) unaware of the existence of this policy or 2) take no action to adhere to the policy as a mentor or protégé. Interestingly, in 1999, 691 active and retired flag officers (admirals)

overwhelmingly responded that the formation of the mentor-protégé dyad should be spontaneous and, therefore, informal in its genesis (Hunsinger, 2004).

An undated pamphlet entitled, "Brilliant on the Basics: A Guide for Leaders' CPO (Chief Petty Officer) 365 Training" uses the following mnemonic device: SAILOR—Sponsorship, Assign (a mentor), Indoctrination, Leadership, Ombudsman, and Recognizing. For the sponsorship portion, the publication cites a governing regulation for sponsorship (OPNAV 1740.3), but no regulatory guidance is provided for the assigned portion. The forward of this pamphlet is attributed to MCPON Mike Stevens, which places its publication in a date range of 2012-2016. Finally, the Navy Supply Corps issued a small publication in 2015 entitled "Navigating the Mentor-Protégé Relationship," which was explicitly designed to assist naval officers in the Navy Supply Corps, a group that manages the logistical aspects of naval operations.

The official Navy publications described above are sufficiently disparate in their focus and message as not to instill a high degree of confidence that they are all describing the same phenomenon. As will be seen in Chapter Two, the scholarly literature describing Navy mentorship is highly fragmented, focusing specifically on officers or enlisted personnel, specific genders, or particular job fields. The separate foci of earlier research make it difficult to create a unified

theory of Navy mentorship. The paucity of research related to the Navy as a whole is one of the fundamental drivers of this line of inquiry.

Purpose of the Study

Ontologically, I seek to create a fundamental theory of Navy mentorship and potentially use these insights to offer suggestions to enhance the success of this critical relationship. The exploratory nature of this research requires a grounded theory approach, as first posited by Glaser and Strauss in 1967. Epistemologically, it seemed expedient to employ a classic grounded theory (CGT) approach as refined by Barney Glaser (2011). The literature holds that the other primary types of grounded theory (GT) qualitative data analysis (QFA) are too complicated for a novice to execute (Partington, 2002) and that CGT is often the best-suited GT methodology for leadership (Goethals, Sorenson, & Burns, 2004) and organizations (Martin, 2006).

In employing a CGT methodology, I will be using an inductive approach that relies on intensive interviews that are subsequently transcribed and coded. As interviews are conducted, the data are conceptualized through "constant comparison" of past data with new data in the form of recursive analysis (Glaser, 1992, p. 38). Ultimately, the research becomes an exercise in methodical hermeneutics, where textual categories manifest as understanding, not explanation (Rennie, 2001).

Chapter Three contains a pilot study executed to satisfy the qualitative research requirement for this program, a study that begins to show the process described above as well as my comfort with the process. As Evans (2013) describes in his article about novice researchers employing GCT, it is not a function of superiority amongst the GT methodologies; it is one of fit for the data and the researcher.

Ultimately, this study will contribute to the greater body of scholarly research by developing an organic theory of how sailors live the mentor-protégé relationship in the United States Navy, thus providing a baseline for future researchers and leaders to use in the understanding and execution of naval warfare. Zhang Yu's interpretation of Sun-Tzu (Cleary, 1988) states, "The victorious warrior wins first and then goes to war, while the defeated warrior goes to war first and then seek to win" (p. 24). Given the employment of the CGT and exploratory nature of this study, the research question can best be articulated as follows: What fosters or impedes the formation of the mentor-protégé dyad in the US Navy? It is hoped that this question will allow knowledge to be gleaned about the inception of the relationship while remaining sufficiently broad to allow for the analysis of fully realized relationships.

CHAPTER TWO

Literature Review

Mentorship is a concept that is as old as the recorded chronicles of humanity. Indeed, it was *Mentor* who was charged with the development and upbringing of *Odysseus,* the son in Homer's *The Odyssey.* A word with such auspicious roots must hold immense value and power. The question remains: what is mentorship? Modern scholarly and popular literature bandy the term about—yet when distilled down, certain conventional elements exist. For the layperson, the definition of mentorship often takes an approach akin to Supreme Court Justice Potter Stewart's definition of pornography in his concurrent opinion on Jacobellis v. Ohio (1964), "…I know it when I see it…."

The mentor will most likely play multiple roles in the protégé's professional development: "role model, advocate, sponsor, adviser, balancer, friend, sharer, facilitator, and resource provider" (Galbraith & Maslin-Ostrowski, 2000). Higgins and Kram (2001) note how the definition of mentorship has evolved over the decades. Whereby the concept of the mentor has broadened from the classic Odyssean model of a single, monolithic male more advanced in years and experience to contemplating constellations of mentors and bilateral benefit for both parties; further the underlying structure in which these relationships take

place, especially in the global West, have been substantially altered by profound technical and cultural changes that have occurred in the past few decades.

Of course, there are other factors when pondering the nebulous concept of mentorship: Is the mentor-protégé dyad a universal concept, or are there specific types of dyads in given situations? Further, researchers also have to factor in the personality characteristics of the individuals composing the dyad referenced against the socio-cultural matrix of the mentor's organization and the protégé. Taking one more step, we have to analyze mentorship within the context of the dynamic, changing, and even hostile environment of the military. Organizational situations are far from static, and those that are static, i.e., organizations that don't evolve, are more than likely doomed to failure or, at best, marginalization.

Even based on the brief discussion above, the vast complexity of this social phenomenon called mentorship becomes apparent. However, before this research proposal addresses the specific focus of the research, we should consider the relevant literature regarding modern mentorship.

A Brief History of Mentorship

No dissertation on mentorship can be complete without at least a brief nod to the inchoate relationship between Mentor and Telemachus in Homer's *Odyssey*. Mentor played the role of counselor and life coach to Telemachus while his father, Odysseus, suffered the whimsical fates of the Greek pantheon.

Mentor's life was again reprised by Francois Fenelon (1699) in the book *Les Aventures de Telemaque*. Roberts (1999) traced the emergence of the modern term "mentor" to *Les Aventures de Telemaque*. Irrespective of its origin in the literature, the establishment of the mentor-protégé dyad is most likely one of the most vital relationships in the historical human experience — a relationship whereby knowledge and wisdom, both practical and esoteric, are transferred from one generation to the next, thus enhancing their chances of survival.

Shortly after the publication of Fenelon's book, mentorship began to be used in texts centered on the education of teachers (Garvey & Westlander, 2013). In 1931, the first written mentor program was penned by *The Jewel Tea Company* (Douglas, 1997; Russel, 1991). Then, for nearly forty years, the greater body of scholarly literature was silent on the concept.

This silence continued until, as McGuire (2007) convincingly articulates, a trio of publications in the sixties and seventies affirmed the practice of mentorship in the workplace and, moreover, demonstrated that these relationships yield positive results for employees' careers. These seminal volumes are *Childhood and Society* (Erikson, 1963), *Men and Women of the Corporation* (Moss, 1977), and *The Seasons of a Man's Life* (Levinson, Darrow, Klein, Levinson, & McKee, 1978). It was these three texts that framed the social construct of mentorship in the modern era.

Scope of Mentorship

While mentorship has always been a part of the human experience, the commitment to fostering these relationships has become almost ubiquitous in modern society. Mentoring programs exist across all levels of education and institution types (Schlee, 2000), in specific educational programs like STEM (Murray, 2017), and in gender and focused cross-cultural programs related to graduate education (Chan, 2008).

The positive impacts of mentorship can be found across multiple fields as well: nursing (Grindle, 2004), teaching (Smith & Ingersol, 2004), and engineering (Stromei, 2000). As will be demonstrated below, there is a vast amount of research centered on the corporate aspects of mentorship, with some 60% of Fortune 1000 companies employing some form of mentorship program (Garfinkle, 2014).

General Mentorship

Mentorship has been the subject of much research over the past thirty years, yielding a massive body of literature. This section will discuss the functions of mentoring that pertain to individuals and organizations within the context of organizational communication while providing some cost-benefit analyses for organizations and constituents. Additionally, due to the voluminous amount of research, I attempt to focus on the more relevant and current research of the past

decade while simultaneously including seminal works by influential researchers, such as Kathy Kram.

When people hear the words “mentoring” or “mentorship,” they often envision a dyad. A dyad is normally composed of a senior or more knowledgeable individual who pairs with a junior individual to impart organizational knowledge and to develop that junior individual. While mentors often actively seek out their protégés, the career development literature advocates the idea that those who seek mentors should also play an active role in identifying and soliciting assistance from would-be mentors. The benefits of these relationships can be split into two categories of career enhancement/vocational development and psychosocial support (Kram, 1985). These relationships often closely approximate or achieve levels of intimacy similar to friendships. Friendship is often considered one of the core elements of the psychosocial function of mentoring (Kram, 1985; Pellegrini & Scandura, 2005). Recent research has included role modeling as a distinct but equally valuable function of mentoring (Scandura & Schriesheim, 1994).

These pairings can be formal with the mentor and protégé paired by the organization or some other third party, or they can manifest spontaneously whereby one or both parties seek out the other and establish a professional relationship. The literature indicates that informal mentorship relationships tend to be the most productive and long-lasting with informal relationships lasting up to

six years and formal relationships lasting a maximum of a year (Allen & Eby, 2004). Regardless of whether an organization has a formalized plan for pairing mentors and protégés or if it simply allows time and provides incentives for mentors to take on protégés, organizations need to ensure that they proactively support employee mentoring. The one caveat to be observed is, in Mavrinac's (2005) estimation, that dyads be "… congruent with the organizational structure, processes, norms" while the organization "rewards a learning culture" (p. 397).

Within the context of organizational communication, these self-selecting dyads reflect high levels of leader-member exchange (LMX). By definition, intimacy and higher levels of concern for the well-being and development of subordinates are supported by higher levels of LMX (Fairhurst, 2001). Though research conducted by Scandura and Schreisheim (1994) found that supervisor career mentoring (SCM) and LMX are independent constructs, it stands to reason that members who manifest a high level of LMX may spontaneously deepen their relationship and form an informal mentor-protégé dyad. This is not to say that formal mentorship arrangements cannot be productive for all parties. It would, however, seem logical that a relationship precipitated on the willingness of both parties to initiate a professional relationship would be more stable and productive.

Ragins and Scandura (1999) have found that those who have served as mentors in the past are more willing to serve as mentors in the future. Further,

those who have been both mentors and protégés are the most willing to serve as mentors to members of the organization. Those who have been mentors in the past have a more solid appreciation of the costs and benefits of mentoring, while those who have never mentored before tend to inflate the potential negative aspects of the mentoring relationship. As such, organizations should have a vested interest in sponsoring and facilitating mentorship programs. Such sponsorships may ameliorate misconceptions about the risks of mentorship and create a healthier appreciation for the power of mentorship, thereby increasing the likelihood of mentors taking on protégés within an organization. Simple actions, such as allowing time for communities of practice to meet, could potentially yield spontaneous mentor-protégé dyads.

Once a dyad has formed, what happens next? What is the benefit? First, the healthy relationship provides the protégé an organizationally successful role model from whom to learn. Aspects to emulate include the corporate persona of the mentor, as well as "tricks of the trade" that the mentor has learned throughout their tenure in the organization. Through modeling, the protégé may develop a higher level of organizational, communicative competence. They learn how to walk the walk and talk the talk of the organization, thus effectively "learning the ropes" earlier and better than employees who do not have the benefit of a mentor (Scandura, 1998, p. 449).

While modeling is important in developing the protégé's communicative competence, their affiliation with a senior, more powerful member of the organization may also provide a buffer from other members of the organization (Allen & Eby, 2004; Kram, 1985; Payne & Huffman, 2005). Such protection allows the protégé to professionally stumble and make organizational faux pas without bearing reprisal from more seasoned organizational members. In contrast, non-mentored employees do not benefit from a mentor's protection and may be wary of testing out new communication techniques for fear of the reprisal mentioned above. Thus, the protégé's level of communicative competence, and their ability to communicate effectively in a given context, is potentially enhanced by their association with the mentor (Jablin & Sias, 2001). In essence, the environment created by the dyad gives the protégé a vehicle through which to increase communicative competence while trying out and developing successful communication approaches within the organization.

Prolonged exposure to senior individuals also enhances the transference of explicit organizational knowledge. Again, mentorship exposes the protégé to the organization's inner workings from a highly functional member. Further, there may be a transference of tacit knowledge possessed by the mentor to the protégé (Weick & Ashford, 2001). Retention of this tacit knowledge is of extreme value to the organization because it is not codified and is easily lost through the loss of

management and personnel attrition (O'Hair, COMM 5333 Lecture, March-April, 2006).

This heightened level of communicative competence may lead to higher levels of performance within the organization as well as a greater sense of agency and self-esteem (Brown, 2005; Foster & MacLeod, 2004; Lankau & Scandura, 2002;). As a result, mentored employees possess a greater level of organizational commitment (OC). Longitudinal, empirical research conducted by Payne and Huffman (2005) indicates that the mentorship process elevates the level of OC for mentored employees. While formal mentorships tend to receive lower marks across the board, they tend to lead to increased OC, possibly because the employee feels that the organization has a vested interest in their development (Payne & Huffman, 2005, p. 160). An elevated OC results in higher levels of retention and fewer occurrences of thoughts of leaving. Hence, we find a greater level of overall employee investiture and commitment to their organization through positive mentor-protégé relationships.

The psychosocial benefits of the mentor-protégé relationship extend beyond the protégé. Indeed, the self-esteem of the mentor can be greatly enhanced as they feel they are contributing to the next generation; this feeling is probably even more pronounced for mentors who were once protégés. The mentor may also feel that they are ensuring their immortality within the organization (Allen & Eby,

2004; Martin 2005). Along the axis of vocational benefits, teaching often reinforces one's skills in the area of instruction. Thus, mentors may attain even higher functioning within their areas of expertise through the mentorship experience. Prolonged contact with junior employees may expose the mentor to new and innovative ideas that they may not have otherwise encountered had they not developed such an intimate relationship and open dialogue with their protégé.

The above discussion has explored both the vocational/career development aspects and the psychosocial benefits of mentoring. However, organizations must be aware that, when establishing their mentoring programs, whether formal or informal, employees may need different types of mentoring during different stages of their careers (Martorana, Schroeder, Snowhill, & Duda, 2004). New additions to organizations are often in much greater need of being appropriately socialized and are thus in greater need of the psychosocial development aspects of the mentoring process. In contrast, employees moving into the higher echelons of management may need greater focus on career development. Thus, their mentors should focus more on aspects like career coaching. These are not mutually exclusive categories; they can be highly synergistic and beneficial. Kram (1985) indicates that the more multifaceted the relationship, the more the protégé will gain. Organizations and mentors must be aware of the needs of the protégé such that relationship is two-way and mutually beneficial for all constituents.

The gender of the mentor and the protégé is another element requiring the attention of organizations and mentors. While recent communications research has indicated that the communication behavior difference between men and women is at best minimal, how one interprets gender can influence the communicative competence of others; communication within the mentor-protégé relationship is no exception (Jablin & Sias, 2001, p. 851). Female mentors tend to give greater amounts of psychosocial assistance, while their male counterparts tend to give greater amounts of career development and vocational guidance. Additionally, mentors need to be aware that both sexes tend to give more psychosocial support to females and more vocational counseling to males (Allen & Eby, 2004).

While gender may impact the communication within the dyad, research solidly indicates that women are not as reluctant to mentor other women as popular sentiment indicates (Ragins & Scandura, 1994). The "queen bee" phenomenon is likely a relic of the first generations of female managers (Ragins & Scandura, 1994, p. 956). Though women encounter greater risks and often have greater constraints on personal time, they exhibit the same intentions as males in their desire to mentor and identify same-sex protégés (Ragins & Scandura, 1994).

Mentoring is particularly important for minorities. Henderson (1995) sums up the issue rather well: "…women and minorities seldom have mentors to

shepherd them through the system" (p. 68). As with any under-represented population, including women, minorities, and people with disabilities, supportive and open relationships with those who have "made it" can only help to ensure the protégé's future success within the organization (Brown, 2005; Bryan, 2002; Foster & McLeod, 2004).

Popular wisdom would lead us to believe that if the dyad's constituents are comfortable with one another, there will be a greater transference of knowledge. When the relationship is perceived as a good one, the research suggests that the protégé is more likely to engage in modeling behaviors. Allen, Day, and Lentz's (2005) research indicates that the level of interpersonal comfort is indeed an important factor in the successful mentor-protégé dyad. The concept of interpersonal comfort also supports the idea that gender and race similarities between the mentor and protégé are positively associated with a positive mentoring relationship (Allen & Eby, 2004; Allen, Day, & Lentz, 2005).

The relationship may also be viewed through the lens of personal learning. The mentor can often provide the protégé with a macro view of the functioning of the organization. This holistic view of the organization is achieved via the mentor's ability to expose the protégé to the organization's higher-order functions (Lankau & Scandura, 2002). The protégé also begins to interact with the mentor's formal and informal networks within and possibly outside of the organization.

Without their affiliation with the mentor, the protégé would never encounter these networks nor understand the power of these communication networks (Payne & Huffman, 2005).

Another aspect of personal learning that is particularly cogent to a protégé in today's organizational environment is the broad cross-section of people to which the protégé is exposed. The ability to learn to deal effectively with a large body of internal and external stakeholders is crucial to protégés involved in dynamic companies. As longevity within organizations becomes shorter and employees work for multiple companies throughout their lives versus one or two, it is in the protégé's best interest to develop solid interpersonal skills. These interpersonal skills will increase their overall communicative competence, not just their competence within their specific organizations. These skills become a highly portable asset with applicability across all professional and personal environments.

The same can apply to the concept of social capital. Again, with greater exposure to communication networks within the organization, the protégé can increase their connections within the organization. Their improved ability to move information and ideas throughout the organization is beneficial to the protégé and the organization. The mentor and the protégé can also utilize existing structural holes within the organization, capitalizing on the lack of communication between

generations of employees and possibly between functional or external groups, depending on the structure of the mentoring relationship, effectively allowing the mentoring relationship to emerge in organizations that have a less reified organizational structure while the mentor-protégé dyad may be a strong relationship, the broad spectrum of weak ties that both parties encounter may yield a greater abundance of useful information (Monge & Contractor, 2001).

Mentorship can impact an organization's communications profile tremendously. The overall level of communication can be heightened by creating more organizational actors who possess a greater level of communicative competence and more substantial interpersonal/communication networks through which to benefit the organization. Further, these individuals can attain higher levels of competency faster than their non-mentored peers, allowing them to be of higher value to the organization sooner than the average employee.

Thus, it is evident that all organizations should endeavor to develop mentorship programs. These programs need not necessarily be formal pairing programs; rather, the opportunity and some incentives should be offered to potential mentors. With little financial investment, businesses can reap numerous benefits, making mentoring a cost-effective measure for improving efficiency, stability, innovation, and satisfaction in the workplace. These are but a few of the

many benefits that can be garnered by an organization that employs mentorship programs.

Stages of Mentorship

As various disciplines currently view it, mentorship involves four distinct phases that follow specific timelines. Kram (1983) articulated both the steps and schedule associated with mentorship: *Initiation*, which lasts six months to a year; *Cultivation*, which continues for two to five years; *Separation,* which lasts from six months to two years; and finally, *Redefinition,* which has no prescribed period.

In the initiation phase, both the mentor and the protégé test the waters with one another to see if forming a mentorship dyad would be a good fit for both. The cultivation phase is often the period people think of when mentioning that they had a mentor; it is during this stage that the bulk of the psychosocial and career development occurs. During the separation phase, the protégé has learned what they are going to learn from the mentor and is beginning to move away from him or her in order to function as an individual professional/expert in the organization. During the redefinition phase, both parties recognize that the balance of knowledge had shifted much closer to parity than when the relationship began. In this ambivalent state, the relationship may reestablish itself as that of peers or friends, or it may simply terminate. It must also be noted that the relationship may

end at any point before the redefinition phase due to other relational issues, as is typical in forming other bonds.

Subsequently, these phases and timelines have gained empirical support. Within the management and engineering realm, for example, Chao (1997) has empirically supported Kram's general timeframes for the transition from one stage to another. Beyond these phases, Kram (1985) further divides mentorship into two pillars: psychosocial and career development. The psychosocial aspects of mentoring help the protégé develop social competence, workplace identity, effectiveness, role modeling, acceptance and confirmation roles, counseling, friendship, and even some circumstantial love. Meanwhile, the career pillar facilitates advancement in the organization, provides sponsorship and visibility, offers coaching and protection, and extends the opportunity to develop through challenging and rewarding assignments.

Scandura (1992) further divides the psychosocial pillar into two distinct functions: social support and role modeling. Scandura's (1992) research demonstrates the positive impact that social support has on salary level; however, there was no correlation between role modeling and positive career outcomes. However, the limitation of the study is that it was conducted with senior managers who most likely had established themselves in their professions. Had the study been executed with more junior individuals, role modeling behaviors may create a

more significant impact. Thus leading to another lens by which to view the mentor-protégé dyad from a longitudinal perspective.

Positive mentoring relationships are intuitively fruitful, and research has empirically demonstrated their positive impacts on the protégé's career advancement/promotions, financial remuneration and compensation (Dreher & Nash, 1990) and organizational commitment (Aryee, Chay, & Chew, 1996; Douglas & Schoorman, 1988; Green, 1991). Meanwhile, mentored employees feel a greater sense of satisfaction and reduced stress about their careers (Wilson & Elmann, 1990) as well as an increased sense of job involvement and self-esteem (Koberg, Boss, & Goodman, 1998).

Benefits are not singular to the protégé. The mentor can learn state-of-the-art concepts and tools in their professions while engaging in homosocial reproduction and virtually guaranteeing their legacy and immortality in the organization. Mentors are also held in high regard because they take the time to help protégés. Finally, they benefit from gaining a firmer understanding of the organization's structure by socializing with junior team members.

The literature also indicates that non-assigned or spontaneous mentor-protégé dyads result in more significant levels of job satisfaction and organizational socialization (Chao, Walz, & Gardner, 1991). Some researchers suggest that spontaneous dyads have a lower failure rate (Noe, 1988), but such

findings in no way devalue formal programs. For example, Seibert's (1999) longitudinal study found that mentored employees report significantly higher levels of job satisfaction than their non-mentored colleagues.

Other factors have been empirically demonstrated to foster a more fertile environment for the formation of mentor-protégé dyads. Scandura and Schriesheim (1994) indicated that higher levels of leader-member exchange (LMX) were positively correlated with the establishment of a mentor-protégé dyad. Meanwhile, LMX is a lens that focuses on the quality of relationships between supervisors and subordinates. In flourishing relationships, the LMX can rise to levels that are tantamount, if not equal to, love.

Mentorship in the Military

The practice of military mentorship is as old as the concept of the organized military. One of the most feared, and emulated, military forces ever to walk the face of the Earth was that of the Spartans. Despite the trauma of being torn away from their mothers at seven years old to endure the rigors of the Agoge as young soldiers in training, the Spartans had one luxury in the realm of mentorship: time. They had constant and prolonged exposure to one another that bred an *esprit de corps* and a brotherhood that yielded a fertile environment for the development of stable mentor-protégé dyads.

In stark contrast, the forces of the US military are in constant flux. Members of all branches are often only maximally located at their bases for two to three years. As such, there is limited time for individual service members to identify a mentor or potential protégé, and for this relationship to flourish into a full mentor-protégé dyad. Indeed, Kram's (1985) seminal investigation into the formation of the mentor-protégé dyad necessitates a minimum of three years to initiate, flourish, and normalize.

One of the most celebrated and studied examples of military mentorship is that of General George C. Marshall, who was mentored by Generals Hunter Liggett, Franklin Bell, and John J. Pershing during his career (Dooley, 1990). Marshall was also instrumental in mentoring Generals Omar Bradley and Dwight Eisenhower. Eisenhower, another focus of significant research, was mentored by General Fox Connor, who saw that Eisenhower needed to be challenged and took it upon himself to provide Eisenhower tutelage above and beyond that of his peers. Before Patton (another protégé of Connor) introduced Connor and Eisenhower, Eisenhower was considering leaving the service.

While military mentorship relationships like those described above are often the realm of historians, other social scientists have executed studies supporting several of the benefits of mentorship described in the literature. In particular, Sandoval (1996), Johnson et al. (1999), Steinberg and Foley (1999),

and Steinberg and Nourizdeh (2001) are of note. The findings of these studies align with those of many of the civilian studies described above, especially in the realm of career enhancement/goals and the prevalence of the mentor-protégé relationship in the military in general. The combined respondents in these studies number in the thousands, and though officer-centric, they attempt to obtain data pertaining to the branch as a whole rather than focusing on one particular career field. Sandoval and Johnson et al. (1999) explicitly focused on officers, whereas Steinberg and Foley (1999) and Steinberg and Nourizdeh (2001) sampled both enlisted and officer personnel.

There is a vast amount of literature on the great military leaders of America. However, these texts often focus on the historical, inspirational, or overall leadership theme on a generalizable level. However, they do not speak directly to the formation of the mentor-protégé dyad. The Navy-specific literature, as we shall find below, also lack that particular focus.

Navy-specific Mentor Literature

There have been several studies that address one aspect or another of Naval mentorship. These studies focus on specific populations, such as women and minority officers (Adams, 1997), flag officers (Fallow, 2000; Huwe, 1999), or nurses (Saperstein, Viera, & Firnhaber, 2012; Zangaro, 2009). Others concentrate on programs, such as virtual mentorship (Knouse, 2001; Schwartz, Anand, &

Kavetsky, 2007), civilian education (Whitemountain, 2002), and post-combat reintegration (Nash, 2001).

It was difficult to locate Navy-specific research, even after casting a broad and non-specific net using simple search terms like "Navy and mentor." Indeed, the criteria were expanded in such a way that if Navy personnel were a part of the subject population, then they would be included in the study.

The table below is a more organized way of viewing some of the more salient pieces of literature and the focus of this inquiry.

Table 1

Research by Focus Area and Author

Focus Area	Researcher
Women and Minority Officers	Adams, D. E. (1997).
Legal Mentorship	Bogar, T.(2012).
Midshipmen (Naval Academy Students)	Baker, B. T., Hocevar, S. P., & Johnson, W. B. (2003).
Navy Chaplains	Belanus, D. G. (1997).
Flag Officers (Admirals)	Fallow, A. M. (2000).
Non-Commissioned Officers	Faram, M. D. (2003).
5-vector model	Hedge, J. W., Borman, W. C., & Bourne, M. J. (2006).
Essential Mentor Traits	Howard, J. T. (1998).
Midshipmen (Naval Academy Students)	Hurst, C. S., & Eby, L. T. (2012).
Flag Officers (Admirals)	Huwe, J. M. (1999).
Midshipmen (Naval Academy Students)	Johnson, W. B. (2015).
SEAL Snipers	Kagawa, M. T. (2013).
Virtual Mentoring	Knouse, S. B. (2001).
Virtual Mentoring-Women & Minorities	Knouse, S. B., & Webb, S. C. (2001)
Officer Retention	LeFrere, K. J. (2002).

Midshipmen (Naval Academy Students)	Looney, J., Robinson Kurpius, S. E., & Lucart, L. (2004).
Essential Mentor Traits	McDonough, D. (2003).
Senior Military Officers	McGuire, M. A. (2007).
Women	Moniz, D. C. (2008).
EEO & Mentorship	Moore, B. L., & Webb, S. C. (1998).
Post-combat Reintegration	Nash, W. P. (2011).
Essential Mentor Traits	Orth, C. D., Wilkinson, H. E., & Belfair, R. C. (1987).
Gender Perspectives	Popper, D., & Adams, J. (2006).
Job Satisfaction-Physicians (Officers)	Saperstein, A. K., Viera, A. J., & Firnhaber, G. C. (2012).
Virtual Mentoring	Schwartz, M., Gupta, S. K., Anand, D. K., & Kavetsky, R. (2007).
Formal Mentor Programs	Smith, W. J., Howard, J. T., & Harrington, K. V. (2005).
Formal Mentor Programs	Strickland, J. W. (2015).
RNs (Officers)	Vance, C. N. (1982).
Civilian Education	Whitemountain, S. A. (2002).
Job Satisfaction-RNs (Officers)	Zangaro, G. A., & Johantgen, M. (2009).

The table above reinforces the view that not only is mentoring an important topic, but it is also one that sorely needs further research when it comes to Naval mentorship. As is evidenced by the Navy-specific literature, there have been sincere and robust attempts to understand mentorship within specific groups of naval personnel. However, it does not appear that there has been an attempt to understand Naval mentorship as an organic and potentially unique construct within the aegis of mentorship. Indeed, all of the researchers above have utilized a

Kram-centric lens that may indeed have some utility. However, that is the only supposition.

Summary

It generally goes unquestioned that the mentor-protégé dyad is a beneficial relationship, and the literature review above supports this notion. Indeed, all of the researchers above have utilized a Kram-centric lens that may indeed have some utility. However, that is only supposition. If we assume that this practice should be continued, should it not also be understood?

If theory evolves in such a way that supports the conventional mentorship model, it will, at minimum, help refine the lens of understanding for this population. If the theory that emerges is markedly different from the mainstream theories, it may change the prescription of the lens altogether. This study intends to establish a theoretical benchmark as to the nature of the mentor-protégé dyad in the Navy such that all future researchers can have a touchstone for future research.

CHAPTER THREE

Methodology

The Case for Something Else: The Case for Classical Grounded Theory

"You can get with this, or you can get with that." ~Black Sheep (1991)

While *prima facie* analysis may necessitate categorizing classic grounded theory (CGT) as a qualitative method, its originator, Barney Glaser, argues that CGT is a general methodology capable of using any type of data, qualitative, quantitative, or both (2004). Historically, and possibly because of its initial utilization, the favored use has been qualitative in nature. Glaser (2004) goes on to state that "GT becomes considered, wrongly, as an interpretive method, a symbolic interaction method, a constructionist method, a qualitative method, a describing method, a producer of worrisome facts, a memoing method, an interview or field method and so forth" (para. 38). While some CGT procedures are subsumed into the methods above, they are not all CGT, falling squarely within the realm of general qualitative data analysis (QDA). CGT is not "…about the accuracy of descriptive units. It transcends descriptive methods and their associated problems of accuracy, interpretation, constructionism" (Holton, 2008, para. 24).

Building through recursive and iterative stages, the inductive process of CGT theory is indeed a linear process. Bias and perception are acknowledged as part of the human researcher's limitations, and conscious attempts are made to manage that bias. However, the control of that bias is not elevated to the level of an epistemological lens, as in other QDA procedures.

Much of CGT is predicated upon the concept of theoretical sensitivity. Glaser and Strauss (1967) speak to the fundamental role of theoretical sensitivity in the formation of sound GT. Theoretical Sensitivity has been described as the ability to conceptualize and generate theory as it emerges from the data (Holton & Walsh, 2017). Glaser (1978) speaks at length on this topic in *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Glaser (2004) later worked out two essential characteristics for generating effective GT:

> First, he or she must have the personal and temperamental bent to maintain analytic distance, tolerate confusion and regression while remaining open, trusting preconscious processing, and conceptual emergence. Second, he/she must have the ability to develop theoretical insight into the area of research combined with the ability to make something of these insights. He/she must have the ability to conceptualize and organize, make abstract connections, visualize, and think multivariately. (para 43)

In *Theoretical Sensitivity*, Glaser (1978) speaks of the "non-citizen" and the "emergent fit" whereby the researcher tables their preconceptions and prior knowledge and allows the concepts to emerge from the data (pp. 8-9). Later, existing theory and literature are integrated into the formation of the GT as part of the data if, indeed, that information is relevant to what is reflected in the data. Simply because there is an existing theory about the population or phenomenon being researched does not mean it needs to be included in the analysis. There is no need to acknowledge theories if they are not reflected in the literature, a process referred to as "forcing" by Glaser (1998).

Glaser (1998) is known for stating that "all is data." In the CGT approach, everything informs the researcher in the area of inquiry. While recorded interviews are often the preferred method for social science researchers, Glaser (2004) states that "field notes are preferable" (para. 26). Therefore, anything that the researcher is exposed to can be utilized in the formation of GT. Holton and Walsh (2017) assert that this utilization of all data sources results in triangulation and reduction in perspective bias on the part of both the participant and researcher (p. 51).

One of the fundamental issues I resolved by selecting the CGT methodology is the utilization of the literature. Glaser (2004) explicitly states that the CGT researcher should begin immediately with collecting, coding, and analysis, ensuring that "the start is not blocked by a preconceived problem, a

methods chapter, or a literature review" (para. 44). The emergence of theory from the data is a hallmark of CGT, and a literature review is thought to stymie the researcher's open-mindedness and creativity. However, the standards of practice in academia being what they are, I was unable to escape the necessity of an initial literature review. I was concerned as to whether or not I could even call the research design CGT. In my concern for rendering the best possible research, I sought advice from Dr. Barney Glaser and Prof. Judith Holton. In personal communications with the two, Glaser (2018) instructed me to "…do a lit review that pleases your supervisor but ignore it while doing GT…" and Holton (2018) advised me to maintain a "…mental wall between the review of the literature and what your data 'tell you.'" In this instance, I was effectively required to distance myself from all previous learning on mentorship and the formation of human relationships. A daunting task indeed. As will be seen below, utilization of the constant comparative method allows the researcher to stay focused on the data and helps maintain that high wall of separation between the researcher and their previous learning.

CGT employs a two-fold coding model (Glaser, 1978) with the respective levels of coding entitled *open* and *selective*. Both coding types are underpinned by the concept of theoretical coding, which helps to understand the essential relationship between the collected data and the emergent theory. In the initial data collection, the goal is to fracture the data and render it into abstract categories

independent of time and place. As data are collected, codes may be added, deleted, or modified as information comes into focus. Through the assignment of conceptual codes, a substantive theory begins to emerge about what is happening in the data with a focus on the concepts present and their interrelations.

Open coding begins almost immediately with data collection. Glaser (2004) implores the researcher to code the data in every possible way, to "run with the data open" (para. 48). Further, he encourages analysts to ask the following five questions:

> *"What is this data a study of?"*
>
> *"What category does this incident indicate?"*
>
> *"What is actually happening in the data?"*
>
> *"What is the main concern being faced by the participants?"*
>
> *"What accounts for the continual resolving of this concern?"* (Glaser, 2004, para. 48)

Utilizing these questions, researchers compare incidents to incidents in the data. New categories may emerge, and new data may fit into already existing categories. Through the open coding process, the data frame the direction of the study. Further, the employing of various codes allows the researcher to play with categories and codes in order to maximize the opportunity to generate a theory that is both parsimonious and "has fit." Fit simply being defined as the theory describes what is actually happening in the real world. Through the line-by-line

coding process of the open coding level, viable categories become full and dense, whereas weaker categories either become subsumed into viable categories or deleted altogether. This process is self-checking because biases and other preconceptions are less likely to manifest themselves unless those same biases are emergent in the data.

The analysis of the open coding procedure is achieved through the *constant comparative method*, whereby incidents are compared to incidents and later substantive theory to substantive theory. Through this constant comparative process, a core category or variable begins to emerge from the data. Glaser (2004) describes the core category as any type of theoretical code, "…a process, a condition, two dimensions, a consequence, a range" (para. 54). This core category emerges from the dataset via fit, workability, relevance, and modifiability. Fit describes the pattern that emerges from the data, workability accounts for the resolution of the participants' primary concern, relevance focuses on the core category of participants, and modifiability is the category's ability to evolve in the face of new data (Glaser, 1998).

This core category relates to the other emergent categories and accounts for a significant portion of the data variability. In concert with the other categories, the core category easily lends itself to the formation of a formal theory. As the core emerges, the researcher moves from an open coding process to a selective one. At this stage of coding, the researcher focuses on coding only

those variables that support the core category in order to generate meaningful theory. Further data collection is delimited into that which is relevant to a conceptual framework emerging from the data.

Throughout and parallel to the process of data collection and analysis is the researcher's *memoing*. The researcher employs the memoing process to help them sort through the data empirically and theoretically. This process also gives the researcher the opportunity to explore the relevance and interconnectedness of the data. CGT allows for multiple types of data streams. Therefore, the researcher may gain insight from inputs, such as epiphanies, emails, and everything in between. The goal is to capture the researcher's state of mind at any given point in the research process and to assist the researcher in elevating the GT to a higher conceptual plane. As the conceptual framework begins to emerge from the data, the researcher can sort and rearrange those memos to achieve conceptual clarity. Memos may be written about the extant memo fund as the researcher gains new insights.

Specific Data Collection Methodology

I involved eleven full participants in my research. A full participant is defined as someone who submitted to the entire questionnaire. Another 15 participants, and the majority of the original full participants, engaged in supplementary questioning for the purposes of delimiting of theoretical codes and subsequent theoretical saturation for a total of 22 participants. Several participants

were re-engaged several times for the purposes of clarification of previous statements and to field emergent constructs for validity.

The original sample size was anticipated to be 15 to 20 participants. However, in following with the tenants of GT methodology, the final sample size cannot be pre-determined. The necessary sample size was determined by the emergence of the resultant GT and the saturation of the core and supporting categories (Holton & Walsh, 2017, pp.78-79). As categories became saturated, subsequent data collection yielded little new information to enhance or reinterpret the category.

CGT does not advocate a formal interview schedule nor the recording of interviews. Glaser eschews the usage of these formal techniques because the researcher can lose sight of the emergent data by focusing on the process rather than the data. As a novice researcher, I utilized this crutch for the first five to ten interviews to demonstrate my capacity to conduct social science interviews to my committee chair and to develop my confidence in employing the GT methodology—especially within the realm of capturing abstract conceptual data. Irrespective of the number of participants interviewed, the initial questionnaire was abandoned once the core category begins to emerge. In accordance with selective coding protocols, the formalized questionnaire was jettisoned for *ad hoc* data gathering techniques to either saturate GT categories or account for gaps in the data.

Additionally, I manually transcribed all interviews to gain a closeness with the data while converting it into text. Valid in its own right, the subsequent textual analysis allowed me to generate memos of the same interview with temporal separation. In essence, the constant comparative model will be applied to the same event, separated by a period of time. Therefore, the constant comparative approach will be utilized in the same interview, as well as within that interview, and amongst all of the interviews.

Though the interview process will be the primary driver for data collection in this study, GT allows for the employment of all data that come before the researcher: emails, interactions, drawings, passive observations, numerical data, and so on. Through the resultant memo categorizing and interpreting the data, resultant codes emerge. By re-sorting, the memos, the latent order or structure of the GT will emerge.

Initial participants were selected amongst a convenience sample of acquaintances serving in the US Navy. I recruited subsequent participants utilizing theoretical and snowball sampling: I requested that the initial cohort members connect/introduce me to another person whom they feel may be amendable to an interview (Crossman, 2018). Previous participants may be re-engaged to clarify concepts or help with the saturation of emergent codes.

Pilot Study

I conducted a pilot study to satisfy the qualitative research requirements of this doctoral program. In that study, an in-depth interview was conducted using the interview schedule in Appendix A. The interview was recorded, manually transcribed, and coded using the CGT rubric of utilizing gerunds during the open coding phase of CGT. The transcript and codes are found in Appendix B. The pilot study included several goals. The first was to assess, initially, my competence when interviewing participants on this subject. The second goal was to determine my aptitude for utilizing CGT open coding techniques and my level of comfort in fracturing the data to extract latent patterns. The third goal was to assuage my fears regarding the richness of data that could be gleaned from interviews.

Within the interview process itself, themes and clusters emerged straight away. At the time of the pilot interview, I was unable to employ the constant comparative model against another interview. However, I cannot help but think of the comments of a senior Naval officer who helped me acquire several Navy publications and regulations on mentorship. When I asked him to find particular documents, he stated that he had never used any of them in his thirty-year career. When coding the pilot interview and generating the “lacking formal instruction” code, his comments came to the fore of my memory. This was an “all is data” moment.

However, this moment also demonstrates the risk of possessing intimate knowledge about the subject before conducting the analysis. Every time I used the code "role modeling," for example, I had to consider if "role modeling" was what was emerging from the data or if I were imprinting previously learned constructs on the data. This experience brought Holton's admonition to keep a high wall of separation between the literature review and the data into sharp focus.

While penning the theoretical memo following the interview, a few items began to emerge for further consideration. The first was how the participant benefitted from an informal, rank-unconscious relationship. However, in explaining his style/theory of mentorship, he adhered to strict chain-of-command guidelines, thereby reifying the organizational structure. The second concept/question that emerged was one's awareness of having a mentor. While one may have a mentor, does knowing/acknowledging that mentorship changes the dynamic of the relationship or professional outcomes? The third concept that began to emerge is the idea of attributes versus processes in the relationship. I am uncertain if they are independent of one another, and I wonder how their interrelationships play a role in the process. I am confident that this distinction will crystalize in subsequent interviews.

CHAPTER FOUR

The Drugless Trip

One of the challenges in analyzing and presenting the data collected is finding a balance between rendering "pure" grounded theory and meeting the programmatic and content requirements of the academy, the program, and the committee. To that end, the following will deviate from this novice researcher's perception of "pure" Glaserian GT. I deviate knowing full well that the resulting analysis could be viewed as method slurring; however, I also do so while utilizing a corollary of Glaser's admonishment to perform the literature review in advance of the study.

To be clear, this study is not a phenomenological investigation, nor is it a case study. This study uses GT, and the project aims to create a substantive theory grounded in the subjective experiences and realities of the participants interviewed. Through constant fracturing of data, memoing, and continual comparison, classic GT sifts through all of the surrounding information to arrive at the elemental building blocks that compose the phenomenon being observed. This process is similar to a centrifuge spinning away the uninteresting matter and leaving us DNA. The DNA analogy applies even further insofar as we may be identical in our genotype, but phenotypically different, vastly so at times. The

power of GT rests in its ability to allow us to look past surface differences in order to elucidate on the commonality of the population under study.

As described in the pilot and the methodology section, I interviewed, recorded, and transcribed all of the participants in the study. I often succumbed to one of the classic pitfalls of GT, becoming overwhelmed with the transcription process and myopically focusing on the words used versus what was being said. I had read about becoming overly descriptive and under analytic, yet I still had to (and am currently) resist the urge to focus on the transcript, word counts, and exemplary statements instead of what was being said.

In the pilot study detailed in Chapter One, the participant talks about his journey with mentorship and subsequent rise through the ranks. In his case, the journey was not necessarily one condoned by the rules and regulations of the Navy as delineated in the fraternization policy; however, he was able to establish his status through the relationship between his wife and the wife of his future mentor. However, later in his career, the participant promoted a stricter adherence to Navy policy and protocol for future sailors seeking to identify their mentors. Had I focused strictly on word count, I would have failed to notice this interesting twist in process and execution.

While considering these points, the character of this dissertation changed in a matter of seconds. What was emerging from the data was a series of traits and

characteristics that seemed to emerge consistently at the intersection of the mentor-protégé dyad, and the theory was beginning to gather around those traits. Effectively, I began looking closely at the ingredients of a good mentorship relationship for the participants. As I was conducting theoretical memos and trying to outline the core theory, it became quite apparent that the traits that consistently reappeared were the hallmarks of a process, a continuum. They were not static indicators of a good relationship; they were dynamic descriptors of an evolutionary process the sailors experienced through their careers.

Below, I will describe, to the best of my ability, the process undertaken during the substantive coding process whereby the initial open and subsequent selective coding took place during the delimiting process. I have shared some of the challenges that I experienced above, and I will expound upon those further below — ending with the theoretical coding, theory, and discussion of the main concerns and the core category.

One of the issues touched upon above was getting lost in the transcription process. The process was a double-edged sword: it was tedious, boring, and mind-numbing, yet I evolved and learned from it. Initially, it stymied the investigatory process on the individual interview level as I slogged through manually transcribing interviews that were sometimes several hours long. However, it did sharpen my interviewing skills because I heard too much of my own voice and

biases surfacing in the interviews. Therefore, the quality of my data collection improved as my own participation in the interviews subsided. Manual transcription had a limiting effect by causing me to think in terms of word count and category formation based on the words themselves versus the situation, emotion, or process they were describing. Even being cognizant of this limiting effect, in the throes of hours-long transcription sessions, my analytical senses often dulled. Glaser (1978) spoke of spending too much time in the field because it impedes the researcher's ability to be sensitive to what is happening. I often lost the forest for the trees during this time, only saved by the memoing process.

As I actively and subconsciously processed the interviews, insights would emerge that I would capture on scraps of paper or in my notebook. Sometimes, I simply sent myself a voice text. I would then be forced back into the transcripts to find the section describing the new thought or insight such that I could validate it in the context of the interview.

In classic GT, the substantive coding process is bifurcated into the open and selective coding processes. The open coding process employs two different codes, in vivo and analytic, both of which are used to identify incidents that appear to have some bearing or relevance to the phenomenon being studied. As seen in the pilot study in Chapter Three, one interview generated more than twenty codes. While I did not count the peak or the maximum number of codes

during the process, it was well over fifty, and not always the same fifty. Codes would often emerge in one interview as points of interest and would wither away or be subsumed into a more extensive code. Alternatively, some codes were dismissed as exciting but not contributing to the complexity, density, or understanding of the core category.

One such category was tentatively entitled, "Supporting by Third Parties." In this category, participants revealed that they received significant professional or career support from individuals outside the military. Though common, it was not a universal theme; it appeared most often in the context of acute or finite issues and did not advance any of the stronger contenders as far as codes were concerned. It also failed to stand on its own in promoting an understanding of "what is going on," except when considered in its own specific context. In essence, it lacked generalizability, and thus lacked Glaser's defining hallmark of "earned relevance" which is well described by Holton and Walsh (2017) as "not selected and imposed on the theory but it must emerge and fit to earn its relevance as a theoretical integrator…"(p.71).

Codes that earned their relevance early in the study were Trusting, Coaching, Path Finding, and Connectedness. The Trusting category, in particular, absorbed several other categories, including Straight Talking and Communicating Clearly.

Coaching

Coaching also subsumed several other categories to include Challenging, Facilitating, and Role Modeling. The Coaching category manifested on many different levels, all inherently connected to the development of Navy-specific job functions, such as technical and administrative mastery. Within the Coaching code, participants almost universally reported that mentors provided professional "laboratories" for them to experiment and grow professionally.

Two quotes exemplify the underlying fabric of the Coaching category:

"Trust is a huge part; I don't trust a lot of people."

"Always giving it to you straight. Challenging you but not giving more than you can handle."

The quote, *"Trust is a huge part; I don't trust a lot of people,"* may seem more apropos to the Trusting category. However, in this instance, the participant was discussing how his mentor was instrumental in forming an environment where the protégé could engage in more challenging work functions without the fear of overt reprisal. The participant had experienced anti-mentoring situations where leaders had framed certain situations as growth opportunities, but in the end, a lack of support resulted in reprisal and discipline. This example reveals that

it is more important to focus on the subjective realities revealed in the interviews, not necessarily the words themselves.

Pathfinding

Pathfinding had early appeal and maintained its relevance throughout the study. When participants were seeking mentors, a common description of their ideal mentor included "made-it-ness," whereby those who have "made it" were considered attractive mentors. What is interesting about this particular code is that, though potential mentors may have had the same rank, they did not necessarily have that same "made-it" appeal. Homogeneity did not appear to be a factor because participants who reported "pathfinders" often reported that their mentor was of different ethnicity, race, or gender.

Some examples that demonstrate the dynamic, driving power of the Pathfinding category include the following:

> *"…so I just recognized that he was that guy and like I said, I want to succeed, so I'm gonna latch onto the guy who is running and try to hold on, literally everything he does I'm trying to do…"*
>
> *"Someone you look up to, you respect; you see they are doing great things and follow their lead.*

Connecting

Connecting (Connectedness) had a similar feel to Trust due to the deep interpersonal bond; however, the way it was characterized in the interviews set it apart from the Trust category. Throughout the investigation, there were many mentors and influencers whom the protégés trusted, but they did not necessarily like them or feel at ease with them. Effectively, the aspect that differentiates Trust from Connectedness is the mentor's understanding of the protégé's intrinsic and extrinsic motivations and their willingness to employ those motivational techniques. The Connectedness code demonstrated a level of understanding around shared beliefs, goals, and mutual connection, as seen in these examples:

"He's a go-getter, he's gonna tell me the truth, and he's gonna push me."

"Love and passion, they wanted to see me succeed."

Forgiving

Interestingly, Forgiving did earn a hard-fought code unto itself. More than half of the participants in the study have experienced significant adverse actions during their time on active duty. The bulk of those adverse actions centered around alcohol-related issues, which are often career-ending offenses. However, for these individuals, the mentor was often a person with influence in the Navy who was able to acknowledge that the protégé was salvageable as an asset. The

mentors assisted in their rehabilitation, often clinically, and helped the participants flourish in their careers. I struggled with this code because it felt like it could fit with the Path Finding code; however, the tipping point was that I could not demonstrably say that the mentors themselves had had similar instances. Thus, Forgiveness held its own as a code, as can be seen in these examples:

"They see the good and the bad, and they see your potential."

"I never had someone call something out in me (poor attitude and performance) and challenge me at the same time."

Focus Shifting

One of the more exciting codes to be recognized is that of the Focus Shift. I specifically use the term *recognize* because the data was in front of me the whole time, and I failed to recognize it. The term Focus Shift has a robust double meaning as it pertains to this research: it is a latent structure in the data, and its discovery shifted the totality of this research from a trait-based theory to a process-based one. In the Focus Shift, it became apparent that there was a shift in the mentor's personal focus from that of ambition to legacy based on mentor-protégé interactions. One participant clearly made this statement:

"I am not looking to make rank anymore; I feel I've already succeeded."

This participant was a tenth-grade dropout who had risen to a high rank and attained a master's degree while serving in the Navy. I would agree that this person had indeed succeeded. However, what this and other participants clearly articulated was a definite shift from their need and desire to climb the ladder to try to develop junior sailors, thus leaving the organization in a good state before retiring.

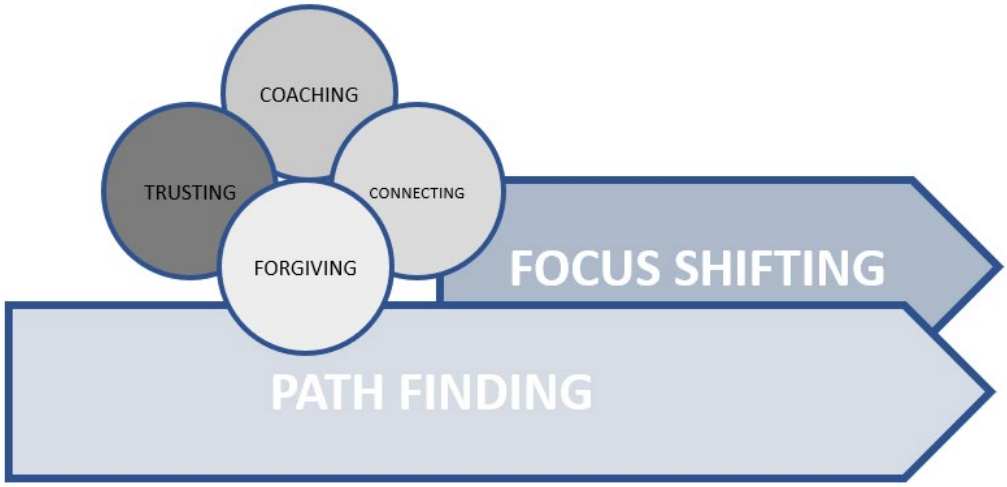


Figure 1

Interaction of the Six Primary Codes

Categorical Interplay

The figure above (Figure 1) is a graphical representation of the interplay between the codes amongst and between themselves. Four of the codes: Coaching, Trusting, Forgiving, and Connecting held trait-like characteristics that,

though valuable to the relationship, appeared to have a static value or a contextualized dynamism. They are represented as equal in size to denote that their earned relevance as codes make them equal in their application to the basic social process.

At one point in the research, it appeared that the basic social process that was going to emerge was that of a traits-type theory. However, the emergence of the Focus Shifting category and the subsequent reanalysis of the Path Finding revealed two dynamic forces that carry these core traits forward into a cycle of potentially continuous development.

The Path Finding arrow extends throughout the life of the sailor's tenure in the Navy. A sailor is either trying to figure it out on their own, engaging in self-Path Finding behaviors without a mentor, or emulating a process that appears to function but is not being guided by a mentor. This self-Path Finding can occur at any stage of one's career. On the other hand, the Path Finding behavior/script/model is provided to the protégé by the mentor.

Focus Shifting emerges later in the time and operates in conjunction with the other codes to move the relationship to a higher level should the mentor achieved this advanced state.

Elements Not Rising to The Level Of A Code

While universal themes emerged in the research, those themes were often relegated to descriptors or other accouterments that did not enhance deeper understanding or drive the theory in the sense of a basic social process. For example, all of the interviews were the manifested benefits of the mentoring relationship. There were instances of lackluster or substandard mentors and even an "anti-mentor" who was bent on sabotaging an individual's career. While the long-ranging and positive perceptions of the relationship are clear, those did nothing to facilitate the understanding of the relationship and thusly were not "awarded" a code or that code was ultimately removed from consideration. Examples that demonstrate the perceived benefit of the mentor-protégé dyad appear below.

"I wouldn't be in the Navy if I didn't have a mentor."

"You cannot succeed."

"I don't know where I would be without it (mentorship)."

"If I had more mentors, earlier on, I could have done better."

As I moved past the open coding into the selective coding process, several dozen codes were culled from the list. One code that had universal applicability

but did little to advance the main concern was that of Organizational Support. In the formal questionnaire, there had been questions about whether or not the Navy had done anything to support or hinder the formation of the mentor-protégé dyad. While some participants acknowledged Navy policies for formal mentorship, none pointed to them as enabling factors for the formation of healthy mentoring relationships.

Similarly, participants did not state that the Navy had done anything to stymie the formation of mentoring relationships. While there was a universal belief that the Navy was not doing anything, in particular, to enhance or impede the formation of the mentor-protégé dyad, this finding was neither exciting nor helpful in advancing knowledge about mentor-protégé dyads. Ultimately, it plays the role of being an informative backdrop that tints the lens of the constant comparative model, but it does not hold up as an element in its own right.

Participants

The majority of participants were male, though I made efforts to recruit more females. Additionally, most participants were non-Caucasian. Their time in the service ranged from 16 to 26 years. Despite my starting this research in Europe and finishing it in Pennsylvania, most participants were stationed in the Pacific Area of Responsibility (AOR) with an even distribution between the West Coast and Japan.

Though unintended, I believe the relative seniority both in rank and time in service of the participants allowed me to see the evolution and process of Naval mentorship more clearly. It took a little while for me to fully understand how to process the snapshots of the participants as mentors and protégés, sometimes both. While the dual persona aspect of the data was not lost to me upfront, it did seem to hide in plain sight at times. Therefore, the relevance of the flow of the data, that it was dynamic and maturing, not static, altered its meaning significantly.

Table 2

Demographics of Participants (Full Participants and Targeted Participants)

N=26	ENLISTED	OFFICER		CAUCASIAN	AFRICAN AMERICAN	ASIAN AMERICAN	OTHER/ UNDISCLOSED
MALE	6	14		4	10	2	3
FEMALE	3	2		2	2	-	1
NON-BINARY	1	-		1	-	-	1

Basic Social Process

The result of these factors is an evolutionary model of the sailor, including four career stages. Once the dynamism emerged, I saw two parallel tracks. I remember texting my committee chair to share this new find. However, once the data took on this dynamic quality, I soon realized that it was not two parallel tracks. Rather, it was the metamorphosis of a civilian, just initiated into the Navy, who passes to the ranks of a technically competent sailor and ultimately rises to the sublime level of an altruistic mentor—one who ultimately gives of themselves, not for their own good, but for the good of the Navy that they will eventually leave behind.

Thus, the core category that emerges, unifying all of the codes above, is a potential continuum of development as a mentor. The adjective "potential" is utilized because of the myriad variables that can cause a sailor to opt-out of the system. Further, one can quite possibly rise to the highest ranks in the Navy without employing any of the humanistic traits described above.

The Novice

First, we have the novice/initiate, the new sailor. As a neophyte, the primary struggle of the new sailor is to acculturate to the Navy as an individual

and master the technical tasks of their jobs. A lack of understanding as to how the new sailor fits into the big picture can lead to a sense of disconnectedness and perceived lack of value: "*…there is no purpose in the military except to clean…"* As many expressed, in one form or another, they were often "…*going through the motions…"*

Technical Mentor

Second, we have a technical mentor. The neophyte sailor, should they find a mentor, will most likely find themselves a technical mentor who will coach them in obtaining the necessary skills and abilities to be minimally proficient in the Navy. It was noted by most participants that if they did not have a mentor in the Navy, especially at this critical phase, they would not have been as successful as they have been, or they would have exited the Navy all together. This mentor is very often the protégé's direct supervisor. As the protégé masters the skills necessary for the job and grows in administrative prowess and rank, they develop into a technical mentor themselves.

One of the pitfalls that emerged that can inhibit progression to the next stage is the contention made by many participants that the Navy is promoting faster than it used to. As one participant put it, they are *"…promoting chiefs faster who don't have the knowledge or experience to support their sailors…"* The result is that individuals have attained significant rank and are slotted for

leadership positions yet remain limited in their ability to mentor younger sailors because they are not sufficiently well-versed in Navy culture. While they are technically competent, they may lack the learned experience of the Navy's political or cultural character.

Seasoned Professional

Third, we have the seasoned professional. The sailor has gained political skills and abilities and now focuses on growing their career and attaining promotions. If they are to be successful in this stage, they will identify other mentors to help them grow, mentors in their chain of command but also outside their current organization. In this stage, the sailor potentially serves as a mentor to junior sailors but also operates as a protégé to grow their knowledge base and career.

The path of the Seasoned Professional is best framed by this sentiment: "*I wanted more*." This quote underscores one of the weaknesses of focusing solely on words and phrases. The passion and excitement that this simple statement carried definitively framed the individual's experiences during this growth period, and I was transported to that place in their career a decade ago. The strength of CGT is realized in these types of moments, where untold and unquantifiable data richness is carried in the participant's inflection, tone, and cadence. It is incumbent on the researcher to find a way to capture this data and its

accompanying significance. These examples capture the protégé's perceptions of the phenomenon of the Seasoned Professional:

"They have a good sense of who they are as a person, of what the Navy has to offer, of what you have to offer the Navy."

"He was able to capture my focus and my attention and my energy."

Altruistic Mentor

Finally, in the fourth stage, we have the emergence of the Altruistic Mentor. Here, the sailor has shifted focus away from personal and professional attainment and looks to the future to leave the Navy in a better state, or to nominally stave off any perceived sense of degradation. While they are not necessarily opposed to promotion and other developmental assignments, the inner drive shifts to realistic contentedness and a desire to grow one's legacy. These comments embody this stage:

"He was always trying to help all the sailors on the ship, not just his sailors."

"When you retire, you need to leave something behind."

"What you do is not just for you, what did I leave back for them to keep the process goin'?"

Ultimately the main concern all of the individuals in the study was how to assimilate, adapt, thrive, and ultimately, achieve congruence with themselves and their existence as professionals in the Navy. Once I was able to see that the participants were switching back and forth through their own roles as both mentor and protégé and their interactions with their own mentors and protégés, I was able to tap into a longitudinal perspective. This viewpoint allowed me to see that they were successively trying to master specific challenges at various stages in their careers, whether they be cultural, technical, or political in nature. Many were also seeking to manage their post-military legacy. The continuum described above explains the core data and the variability exposed by individual perceptions and experiences. Figure 1 demonstrates the basic social process described above and balances the relative constructs of time, technical competency, organizational investment, and the interplay of various individuals on the personal and professional growth of the protégé.

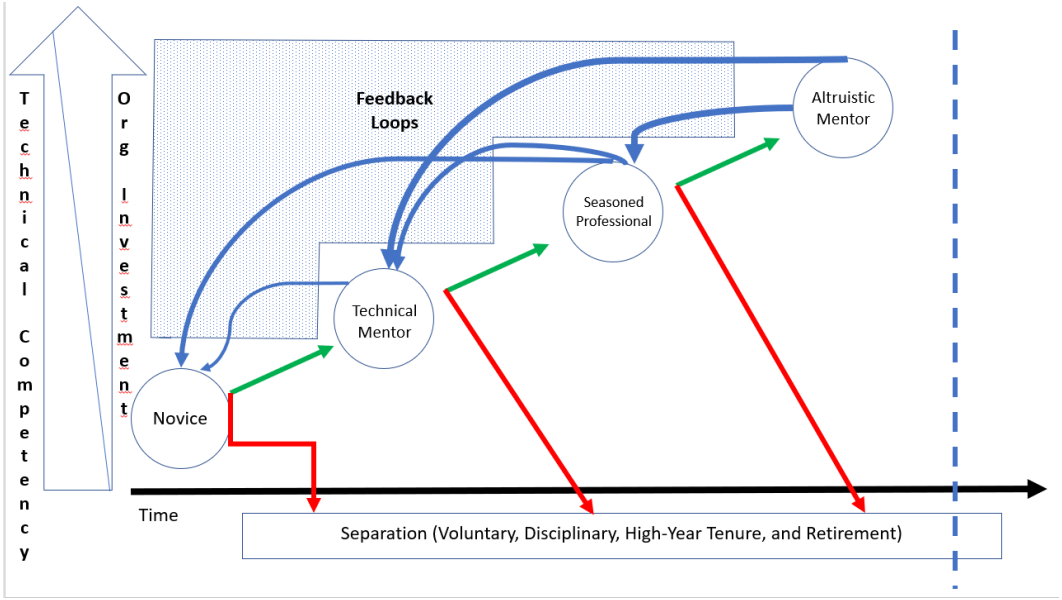


Figure 2

Developmental Stages of Navy Mentors/Proteges

According to Holton and Walsh (2017), the main concern describes much of the action that occurs during the research, whereas the core category explains how the participants dispose of or manage that concern. The continuum above, when pulled out of the aggregate data of the collective, is overlaid with a narrative history of the individuals, which generalizes nicely and has universal fit.

Figure One illustrates the transition from Novice to Technical Mentor to Seasoned Professional and, ultimately, to Altruistic Mentor. Time is represented on the X-axis. Meanwhile, there are binary Y-axes composed of Technical Competency and Organizational Investment, respectively. In the binary Y-axis,

there is a shift from reliance on technical mastery in the early stages to that of organizational investment. The junior leader, while not too politically savvy in the ways of the organization, does have a relatively large cache of technical expertise that they can pass on their protégés.

In comparison to the junior leader, the senior leader is able to provide both technical and political guidance to protégés. However, there is a shift in focus in the content communicated in these researched mentor-protégé dyads. This shift mirrors the data whereby sailors most often recounted being mentored by someone in their immediate chain of command (a supervisor or manager). Meanwhile, senior sailors spoke of being mentored by individuals outside of their chain of command and often outside their area of technical expertise.

The shift in focus is supported in the data whereby junior sailors largely reported being mentored by someone in their immediate chain of command (a supervisor or manager), and senior sailors spoke of being mentored by individuals outside of their chain of command and often outside their area of technical expertise. This finding indicates a drive to identify and obtain non-technical guidance about issues not readily available in the sailor's immediate technical silo. It also belies a requirement or need for the protégé to obtain knowledge about the organization's political and meta-structure.

In the Novice Phase, the new sailor has neither technical mastery nor tremendous organizational investment. Though the Novice may have been trained in a highly-technical job field, their skills and knowledge are theoretical, and they most likely lack a significant appreciation for the real-world impact or value of these skills or how they contribute to the Navy as a whole. Similarly, the Novice may be incredibly proud of their military service, choice of branch, and so on; however, it is difficult to be truly invested in an organization when one is still learning how they fit into the mission and what it "truly" means to be a sailor.

As Novices grow in technical mastery and organizational investment, they eventually come to a crossroads: further growth in the Navy or exit from it. *A la* Freud, the resolution of the conflict is to "graduate" from one stage to the next. While individual development is not experienced in such distinct terms, continued membership in the Navy might be. Similar to other branches of the military, the Navy employs a high-year-tenure (HYT) policy whereby sailors must be promoted to the next pay grade within a certain period of time or be forced from service. This HYT forces sailors to gain technical mastery because promotions are influenced by technical examination scores from E-4 to E-7. These promotions also involve political/organizational mastery due to commanding officer recommendations.

HYT, however, is not the only vector for an exit. A sailor could opt-out of the Navy simply by not re-enlisting or by resigning their commission. They could be discharged due to disciplinary issues, or they could retire. HYT policies intersect with the minimum service requirement for retirement after twenty years, nominally for those of E-5/Petty Officer Second Class. Though the sailor may want to continue their career in the Navy, they can retire with full benefits at twenty years.

After attaining E-7 for enlisted personnel, and for all officers, advancement is solely determined by a professional board convened for the purpose of making the determination of who is promoted and who is not. The focus becomes less on the sailor's technical abilities and more on leadership, program management, and other accouterments that reflect a sailor's organizational savvy.

In spite of one's career aspirations, the clock is ticking, and if a sailor fails to attain the requisite promotional wickets at the right time, forward progression can be slowed or stymied altogether. Therefore, an intrinsic time barrier is linked to individuals' evolution along the continuum. An inability to progress rapidly may result in an early exit. This lack of progress could result from any number of factors, including a lack of raw ability or a failure to identify a mentor (or be identified as a protégé).

LINKAGE BETWEEN CODES AND BSP

Through the painstaking and time-consuming process of interviewing, transcription, getting lost, performing the various coding processes successive iterations of re-immersing myself in the data and recollecting and confirming data with participants dozens of categories arose, coalesced, or faded away. Like the ripples of a handful of stones thrown into a still pond, there is frenetic, initial energy with ripples crashing into one another, eventually only the margins of the most potent, most cohesive ripples extend out into perpetuity. The last waves standing, the codes that held their own, were: Coaching, Connecting, Trusting, Forgiving, Path Finding, and Focus Shifting.

Of these six codes, four appeared to function more as traits or static states: Coaching, Connecting, Trusting, and Forgiving. The codes, while critically important to the formation of the basic social process, appear to lack a dynamic element and passively informed/enhanced the mentor-protégé dyad, whereas Path Finding and Focus Shifting possess an active element that propelled the individuals and relationships forward through time and career. Even when relationships severed, the dynamic qualities of the latter two codes possessed social inertia that kept the protégé moving forward. More specifically, the Focus Shifting code defines the evolution of the Seasoned Professional to the Altruistic Mentor.

The four circles, representing the static traits codes are found in the organizational investment portion of the double y-axis. As the sailor grows in these core codes, they develop greater competency to become valuable mentors to future generations of sailors. However, the initial impetus of pathfinding and eventually focus shifting drive evolution of the sailor on the x-axis throughout their career. It is the interplay of these six elements with time and technical development that result in the distinct types that emerged from the data.

The result is not a static description of the elements that compose the successful mentors in the Navy, rather a model that shows how these individuals emerge with the greater socio-professional matrix that is the US Navy,

SUMMARY OF FINDINGS

Theses codes are primarily supported, either entirely or partially in the literature. The psychosocial and career development outcomes described by Kram (1985) certainly find analogs in the Coaching and Path Finding codes. The narratives of personal and professional growth attained by participants further support Kram's (1985) findings.

The Trusting code comes into particularly sharp focus when juxtaposed against Mayer, Davis, and Schoorman's (1995) definition of organizational trust whereby all parties need to demonstrate a willingness to be vulnerable that is derived from one individual's inability to control the actions of another. The

bidirectionality of the trusting relationship is evident from both the mentor and the protégé. With the dyad being both a social and political relationship, it is easy to see how the mentor may be hesitant to engage in a risky relationship with a protégé who may be perceived as lackluster or otherwise negatively. In the case of the protégé, they must be willing to surrender themselves to the expertise, knowledge, and wisdom of the mentor. This is most evident when the protégé is new to the Navy and is still acculturating to the new personal-professional hybrid environment.

The Path Finding aspect, and its associated dynamism, manifests itself in multiple ways. Path Finding can materialize as something as innocuous as being the first sailor to find out where the head (bathroom) is on a new ship and showing your peers, to the proto-mentoring of peer relationships (Kram & Isabella, 1985), to full-on adoption of a career "blueprint" provided by the mentor. I still hear the words of the participant of the pilot interview, whereby he explicitly states that his mentor discovered a particularly efficient path to advancement and how he was going to follow each step exactly. The Path Finding code is both the past deeds and models of the mentor as well as the protégé's ability to navigate their own path within the context of their career, goals, knowledge, and experiences. The key is for the protégé to take the model and make it their own. This is a fine line that is clearly defined in the title of Hughes

and Fraser's (2011) article, "*There are guiding hands, and there are controlling hands (p. 477)."*

The Forgiving Code emerged in interesting contexts in the study. Whether through alcohol-related incidents, political missteps, or bona fide professional failures, proteges were able to push through those events, and mentors were able to forgive that transgression and help the protégé navigate themselves through treacherous professional waters. It is artfully qualified by Norris, Sitton, and Baker's (2017) summarization of Van Dierendock and Nuitjen's (2011) research on servant leadership, whereby the state "*...the forgiveness factor, where mistakes are recognized as growth opportunities and looking forward is better than look back (p. 24)."* I also find it akin to one of Amazon's, my employer at the time of this writing, unofficial leadership principles: Fail Fast. Utilizing the lens of Fail Fast, one can acquire lessons learned quickly and apply them to future endeavors instead of perseverating over perfect execution of future actions or past failures.

CHAPTER FIVE

Conclusion and Implications

Overview

The initial genesis of this research was grounded in the frustration of a novice researcher who was investigating the intersection of current mentor-protégé theory and the United States Navy. However, no direct theory or model yielded a universal fit for the Navy as a whole and a researcher who exhibited a rare moment of humility and chose not to assign variables to a population and to start testing and manipulating those variables. I believe that it is the height of academic arrogance to ascribe attributes to the population. Believing those attributes first be of some scientific value and second to believe that I had the competence and insight to understand how those variables fit in the greater socio-cultural matrix of the US Navy.

Given my position as an outside, active observer of the US Navy, a classic grounded theoretical model presented itself as the way forward. I have become ever more enamored with the CGT model as this research unfolded. It has simultaneously shattered my belief in my ability to complete this project and simultaneously yielded profound insights into both the US Navy and myself. Indeed, as I was gathering additional information to write this chapter, a whole other layer emerged through the utilization of the constant comparative method of

the emergent basic social process against the external data. Below I will discuss the way forward and potential applications of the research.

Formal Versus Informal Mentorship

The research does not provide any directionality as to the efficacy of the Navy mentorship program, nor can any conclusions be drawn between formal or informal mentoring relationships as it pertains to this research. The data effectively yields a program that is truly neutral, neither hindering nor enhancing the formation of the mentor-protégé dyad in the US Navy. As relayed in previous chapters, it is an overwhelming response of all participants that the Navy has done nothing specific to foster or stymie their mentoring relationships.

Despite the existence of written policy on the implementation and execution of mentorship, no participant acknowledged using these policies or materials to establish or maintain a mentor-protégé dyad. With that said, the only conclusion regarding formal and informal relationships in the US Navy is that informal relationships are alive and well within the US Navy, and those informal relationships are robust and profound in their scope. A cursory read of the transcripts, without any scientific analysis, demonstrates the richness and deeply impactful nature of these relationships.

Stages and Temporality

However, the literature falls short in a few key areas. First is the evolution of the mentor throughout their career. The classic models (Kram, 1985; Phillip-Hones, 1978) fail to take the technical and socio-political aspects of the Navy as an organization into account. The uniqueness of the Navy as an organizational enterprise and the highly technical nature allow mentoring relationships to emerge early on in the sailor's career. This early emergence is often facilitated by necessity, either someone is actively seeking out required information or those who have newly mastered a body of information eagerly willing to share it.

Further, the stages identified in the models above do not take into account a sailor's phase-shifting between mentor and protégé simultaneously. This phase shifting is quite feasible and was described several times during the interview. A sailor may be in the role of mentor and protégé simultaneously. More especially during the middle parts of their career, amid the technical mentor transitioning to the seasoned professional and the seasoned professional evolving into the altruistic mentor.

One also needs to remember that a sailor can retire from the Navy after twenty years. While many, including several sailors, interviewed, stay past twenty years, the thought that there is only a finite time to succeed may, unconsciously, spur people into action.

The novel nature of the military service, insofar as it is a unique hybrid of work and community, forces individuals to naturally seek information from others as a simple matter of sense-making and survival.

There is also a distinct possibility that through opportunity, experience, temperament, or the combination thereof that a sailor does not develop beyond the technical mentor or seasoned professional. It is also probable that individuals who do not advance beyond the technical or seasoned mentor do very well in the Navy. They could occupy a "receive only" posture whereby they are only in the protégé state the rest of their career or are astute political operators who can "game the system" and promote within the organization with limited interpersonal/organizational inputs. This phenomenon was described in several interviews, where participants described individuals who promoted extremely fast within the Navy. However, the participants felt that those sailors who promoted "too quickly" lacked a deeper understanding of the Navy's ethos or core values.

I was also unable to identify a consistent timeline in the research or the literature. Kram's (1985) four phases of mentorship require three to five years to establish, take root, flourish, and stabilize. That temporal progression was not supported in the research. Conversely, an unquantifiable timeline, was established in the research. Stronger relationships resulted in sustained contact for decades with mentors. While many of these relationships approached levels approximating

peers, others were described as active mentor-protégé relationships. It is outside of the scope of this research to determine if that is an artifact of the military rank structure and the Uniform Code of Military Justice, or if it is altogether a different manifestation of the mentor-protégé dyad.

Grounded Theory to the End

One of the most striking aspects of Classic Ground Theory (CGT) as a method is that all inputs are valid. However, it is a double-edged sword insofar as it is often difficult to turn off the spigot of information. An analogy that seems to work is if the data were an anthropomorphic mass strolling through a funhouse hall of mirrors. As the data is stretched and compressed, some of it looks silly or useless; however, somewhere in that hall of mirrors is the lens that will render the data a beautiful and comprehensible whole. As I prepared this chapter, I took another stroll through the hall of mirrors. As I was perusing the literature to find points of congruence and divergence, I read a reference to Maslow's Hierarchy of Needs.

The image of the now-classic triangular figure flashed into my mind, inverted itself 90 degrees to the right, and overplayed itself with the basic social process described in Chapter Four. The alignment of the continuum from basic needs to the emergence of a fully flourishing human being felt like an appropriate

lens to view the work and validated my intuition that the BSP was both valid and generalizable.

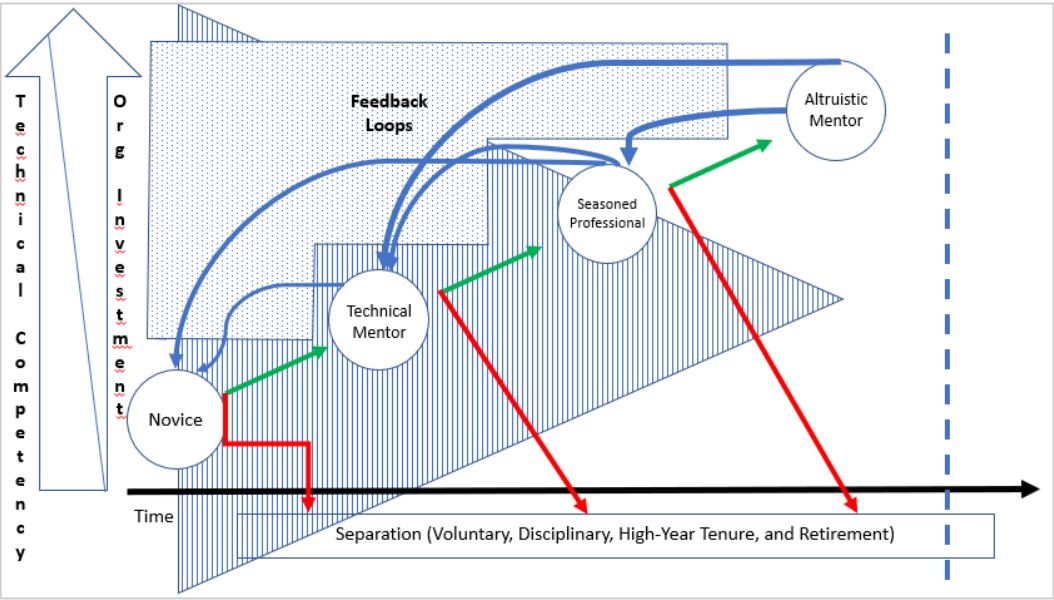


Figure 3

Developmental Stages of Navy Mentors/Proteges with Maslovian Underlay

With the classic Maslovian Hierarchy of needs inscribed behind the BSP, it is easy to see how the basic needs form the base, physiological and safety needs to align with the novice sailor. While at Marine Combat Training in the mid-1990s, one of my infantry instructors who hailed from rural Mississippi told me that he had joined the Marines because the recruiter promised him shoes. Within

the context of this study, several participants revealed states of homelessness, poverty, and abuse before they entered on active duty.

As the mentor matures and moves through their career, a more profound sense of belonging develops as the seasoned professional phase fully emerges. Finally, should all the vectors described above in Chapter IV align, the Altruistic Mentor emerges through their Focus Shift and blossoms into a self-actualized entity that transcends t2heir own needs to focus on the health of their organization.

Limitations and Threats to Validity

The threats to validity in this study are manifold. First and foremost is the human element. This human element comes into play on multiple levels. As a researcher, my lack of experience in undertaking CGT at this level is a definite threat to the outcome of this study. While I have grown immensely in understanding the process, honing my interview techniques, and keeping my own biases out of the research, I certainly could have been more excellent in my execution.

However, the constant comparative nature of CGT allows a researcher to grind off the rougher and more egregious errors resulting in a smoother, albeit imperfect product. The constant comparative model allows the researcher to apply lessons learned and growth in technique against previously gathered data. Not a

true mulligan because misanalysis and misunderstanding of the data can cause the data to remain hidden indefinitely from the researcher. However, there is a higher likelihood that the researcher picks up on past insights by continually going back into previously obtained data.

Another aspect of the human element is the participants themselves. Are they telling the truth? Do they have mercenary motives? How does the researcher control for the participants' biases? In the end, the constant comparative nature of the data collection comes to save the day again. Only saturated codes that have demonstrated an earned relevance with the theory have a place at the table.

While the sample size felt near infinite as I was manually transcribing the interviews, it could have been larger. The vast preponderance of the participants were African American males, most of whom were officers commissioned through Limited Duty Officer Programs. The study could have benefitted from more enlisted and officers commissioned through the Reserve Officer Training Corps and The US Naval Academy. Also, a greater number of women, ethnicities, sexual orientations and gender identities would have helped increase the robustness of the data and provide a clearer state of a unified Navy.

Contribution to the Greater Body of Scholarly Knowledge

The research contributes a minute slice to the understanding of the formation of the mentor-protégé dyad in the US Navy. As a stand-alone piece of

research, it provides independent insights as to how the basic social process of the formation of the mentor-protégé dyad manifests specifically within the confines of the US Navy and also demonstrates the similarity or applicability of the general state of mentorship research as it is represented in the literature today. This research provides a springboard to launch into future quantitative and qualitative studies surrounding this process, which will be described below.

One of Glaser's central tenets is that theory has maximum generalizability. In this instance, I can see the BSP being applied across my own life. I have worked in multiple industries, teleradiology, lumber manufacturing, higher education, and logistics, to name a few. Applying the BSP to those different areas of my own life, I can see how I occupied the same or similar roles as mentor and protégé through those careers. Further, I can see where, as a protégé, I was seeking more technical integration into my organization in the early years and sought more nuanced, political, and organizational knowledge. As I grew in each of these areas, I passed that knowledge down to subordinates and laterally to my peers. Therefore, the BSP has greater generalizability to my own life, and I suspect others as well.

On the converse, the criticism can be made that this was my underlying world view all along, and I am simply overlying my professional paradigm with the data I observed. Hopefully, my high wall of separation from prior learning

extends into the unconscious and that the constant comparative model validated the BSP within the data even with the contamination of my own previous experiences.

This project's most potent contribution to the realm of social science and the discipline of applied leadership is the operationalization of the nature and emergence of the mentor-protégé dyad in the US Navy. The relationship detailed above bears many of the hallmarks of mentor-protégé dyads detailed in other research about other populations. The BSP that emerged is one that is unique to the US Navy and allows for further inquiry and discourse based upon a standard model and set of codes grounded in the Navy experience.

Future Applications

Now that the BSP regarding the formation of the mentor-protégé dyad has been elucidated, the following would constitute avenues for further research. Developing instruments to further support the validity of the core codes to determine frequency, clarity and to determine if other codes or simple terminology should be employed in the description of the BSP. It could be easily adapted to a short Likert-style battery rolled out *en masse* to determine if the BSP has fit across all members of the US Navy and, coupled with a quick personal data sheet, could surface a large amount of additional data by which to triangulate some of the nuance surfaced by the study.

The above instrument is valuable in determining if there are critical temporal occurrences or ranges for evolving on the continuum from novice to altruistic mentor. Finding those critical thresholds, should they exist, may make it easier to target resources for under-served populations.

Given the finding that the formal aspect of the Navy mentorship program is largely underutilized, it may give policy writers and program managers an opportunity to refine their policies to be more congruent with the informal mentoring culture that is already alive and well within the US Navy. If, as the research above demonstrates, the mentor-protégé dyad emerges natively within the US Navy, it may be within the 'Navy's best interests to target funding and time to the native formation of the relationship. Additionally, the Navy can craft policies to properly protect the interest of the Navy and the personnel involved without snuffing the spark of this relationship with onerous administrative requirements.

This researcher further believes that exploring the temporality of the relationship in a qualitative manner would be valuable. Empirically understanding the number of relationships, duration through various stages, and specificity, as it comes to the type of knowledge being transferred and actual career benefits (e.g., advanced promotion, etc.), would be particularly interesting.

While the Navy is a unique construct unto itself, it bears significant similarities to other branches of the US Armed Forces. The Navy employs a codified rank structure, specified technical and leadership roles, and the Uniform Code of Military Justice (UCMJ) as the system by which good order and discipline are maintained. It stands to reason that the emergent BSP be tested against other branches.

Comparative analysis, first with the allied sea services, the United States Marine Corps within the Department of Defense and the United States Coast Guard within the Department of Homeland Security. Should there be a significant overlap with those branches, a comparison between the ground forces of the United States Army and the United States Airforce would be the next practical step. Substantial alignment of the emergence of the mentor-protégé dyad would allow the Department of Defense (DoD) as a whole to leverage programming and funding across the entire warfighting domain.

Additionally, the DoD could ensure that active programs, policies, and funding are codified and deployed in the nascent United States Space Force. The early application and adoption of a pro-mentor-protégé posture could define a future culture of engagement, development, and maximal retention of critical, technical skillsets.

Following the above, research would be conducted to determine if the BSP is valid across all of the uniformed services with comparative studies being conducted with the National Oceanic and Atmospheric Administration (NOAA) Commissioned Officer Corps under the administration of the Department of Commerce and the Public Health Service (PHS) Commissioned Corps which functions under the aegis of the Department of Health and Human Services and is led by the Surgeon General of the United States.

Given congruence across the uniformed services, it would only be natural to begin to test the model against civilian populations. Glaser believes that a theory should, at its core, have universal applicability because the theory should describe and latent truth. Thus, testing the model against those non-military populations would be a way of further establishing the validity of the BSP.

Summary

Through this research, science can begin to look at the mentor-protégé dyad as it exists in the US Navy, right now, grounded in the subjective and actual experiences of those who are in the Navy today. While only a small cross-section of the hundreds of thousands of sailors who serve, the study shines a light on arguably one of the most critical and most beneficial relationships in humanity. It would behoove the US Navy to learn to understand how to maximize this naturally occurring phenomenon and leverage it to its own growth and benefit.

One of the areas that appears most beneficial to the good order and health of the Navy is the transition from the seasoned professional to the altruistic mentor. Future research could focus on the ways to deploy resources to assist senior sailors in changing their mindset from a focus on promotion and advancement at all costs to a mindset of service to the Navy itself. If the Navy can find a way to support and reward sailors who engage in a Focus Shift, it will encourage other sailors to follow suit.

Some of the results would be an enhanced cadre of proven professionals who are dedicated to sharing the hard-earned tribal knowledge that they have garnered through their careers and a willingness to share that knowledge. The transfer of this information could result in an organization that performs at higher levels emotionally and technically—thereby ensuring that the litany of mishaps enumerated in the opening paragraph of this document become distant memories forgotten by a military force strengthened by the passing of technical knowledge and organizational wisdom amongst its ranks.

This research began with poor decisions in the Pacific Area of Operations, and it ends with the same. On April 3rd, 2020, Captain Brett Crozier was relieved of his command of the USS Theodore Roosevelt days after a letter he penned surfaced in the news media (Welna, 2020). The letter voiced Crozier's criticisms of how a quickly spreading COVID-19 outbreak was handled by the US Navy.

Crozier was relieved by Thomas Modly, the acting Secretary of the Navy. Modly is also a graduate of the US Naval Academy and a Navy veteran. While Capt. Crozier was sent ashore by the supportive chants of hundreds of his sailors; Secretary Modly is met with a Change.org petition of 86,000 signatories demanding Crozier's reinstatement. Could it be that they each represent different points of the BSP continuum? Only future research will tell.

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APPENDIX A

Adapted from Pitney & Ehlers (2004).

Semi-structured Interview Guide

1. How would you describe the ideal mentor?

2. As a member of the US Navy, who do you consider to be your mentor?

3. How did this relationship come about?

4. Describe this mentor experience for me.

5. What characteristics do you look for in a mentor?

6. How has having a mentor (or not having a mentor) affected you as a member of the US Navy?

7. In what way has having a mentor (or not having a mentor) impacted you as a future professional?

8. What are the advantages of having a mentor?

9. What are the disadvantages of having a mentor?

10. If you could change anything about your mentor relationship, what would it be?

11. What advice would you give to a potential mentor?

12. What advice would you give to a protégé?

13. What does it take to be a good protégé?

14. What aspects of the Navy or what has the Navy done to facilitate the formation of your mentoring relationship both as a mentor and as a protégé?

15. What aspects of the Navy or what has the Navy done to hinder the formation of your mentoring relationship both as a mentor and as a protégé?

16. Was your mentor an officer or enlisted? Do you feel the relationship would have been different if it were the opposite?

APPENDIX B

Yes.	
I guess to me, the ideal mentor would be someone who has been through what I'm going through and relate specifically to, you know, whatever the issue I may have, um, the mentor is someone I need to go to get guidance, just like in your definition.	Possessing similar experiences
So if they have not been through that, been through what I am going through, I don't see that they can be a good mentor.	Possessing similar experiences Exhibiting forthrightness & strictness
And then also someone who is firm. That's my personal view on that. You have to be firm enough to be straight-forward and truthful with the person you are mentoring, tell them how it is. If you coddle someone, and you are not giving them real feedback, they will fail, in my experience.	Possessing similar experiences Exhibiting forthrightness & strictness
So the perfect mentor would be someone who is experienced, can empathize what I am going through, and be firm with whatever guidance they give, good or bad.	Possessing similar experiences
I think the most important thing is that they have been through what I am going through because just like leadership, there's different, you know, people will lead different ways, and it could be effective.	Possessing similar experiences Exhibiting forthrightness & strictness
So if they're not firm, but they're effective in some other way, then I guess that's okay, but definitely	Possessing similar experiences

having gone through whatever I'm going through is key; it is the most important thing.	Possessing similar experiences
I wouldn't let my wife mentor me through my job because she hasn't done it, nor would I mentor her through her job.	
Oddly enough, my mentor started out as my father because he was in the Navy, and he really guided me up to the point where I became a chief.	Growing past current mentor
…and then, like I said, he had never been a chief, so he could no longer provide the guidance specifically to my job so my current mentor is, do you want me to use names?	Having temporal and physical proximity
My current mentor is, was my CMC at my last command. I by no intent followed him around the Navy; we just keep ending up at the same spots. I worked for him at my last job.	Coaching directly
He's currently the COB. He's been COB three times; he's been a CMC a couple of times, including one of a squadron of submarines, so he has literally done everything I'm doing now and when I find myself questioning what I'm about to do or I had no idea what to do next, I called him, and as a matter of fact, right before I picked you up, I called him; he's coming to meet me this afternoon for that very reason.	Possessing similar experiences Coaching directly Supporting outside of formal network
So he is the guy. There's nothing I could do, I think, that he hasn't already done. He's the one I call, and he's the only one.	Utilizing higher-value options

And he frequently says, "Why aren't you calling," you know, cause I have a boss who's above me, who's technically the guy I should be calling to ask help, but he's not my mentor; we don't have a very good relationship, so…	Utilizing higher-value options
…in my eyes right, he doesn't offer it up as much as the other guy does so I chose not to utilize it.	Possessing similar experiences Exhibiting forthrightness & strictness Having temporal proximity
It's funny cause he always says, "Why are you calling me when you have this other guy?" But that's him.	Having temporal vs. physical proximity Meeting informally
He's very firm, very direct, and has gone through everything that I'm doing.	Maintaining connection
uh, I met him in 2000, so 9 years about, about 9 years; he was assigned to the ship I went to and left right before I got there.	Meeting informally
On the ship, none, because he was already gone, but I had contact. I would say we were hooked up at least weekly; if it wasn't weekly, it was 3-4 times a month at social gatherings because his wife and my wife worked together.	Maintaining connection
That's actually how I met him, and it happened to work out that all these other things occurred.	Pathfinding on part of mentor
So since then, emails, phone calls, social gatherings, and then, most recently, I worked for him. It was the first time I had literally worked for him, and then that was the most contact. He is the direct reason I am in the job I am in today,	Highlighting protégé to superiors Deepening of connection Meshing of personalities

cuz I shouldn't be here; I should still be at the job I was at for two more years. And I was only there a year, so he called up a group master chief who is like three tiers above me, and they needed a COB real bad and he said this is your guy,	Coaching directly
so I'm like the youngest COB in the history of the Navy. He's the reason.	
The contact has escalated through the years; obviously, he may not realize that he is my mentor. He may have a few guys that call him. But, for whatever reason, our personalities match, so it works real well.	Pathfinding Opening doors/opportunities
When I was on my last boat, I was chief. I hadn't been promoted to SC, so I wasn't eligible to be selected for COB, so I was working on that. There's a qual card to be a COB, but you don't make the final wicket until you are a SC. He was specifically helping me with some of that qual card and the knowledge levels and giving me the opportunity to do some of the practical factors that I needed to do.	Opening doors/opportunities
But, more specifically, when I left, when I was up for orders, when I needed to pick a job to do, it's just like anywhere, it's critical where you chose to go next, because it sets you up; there may be jobs that are easier or more fun, but they're not as career enhancing as the job I took, so I took a job at the squadron he worked at; he handpicked me.	Grooming for success Having physical proximity Role modeling
After telling me that this is the right way to go, he handpicked me to come work for him.	Role modeling

Because I thought it was my best bet to make SC, but it turns out I just got promoted right after I got there, so it had nothing to do with having been there.	Coaching directly
He then started to groom me. We went to sea together, and he was the squadron's COB,	
so he...I would be in his back pocket and follow him around and see how he interacted with the other COBs on the waterfront and learn from how he talked to people, how he dealt with controversy, and all that,	Coaching directly
so I guess that was an indirect way. He probably didn't realize it at the time or maybe he did, and he's sneakier than I think; he set me up.	Path finding
On a more specific and recent one, I called him up this morning. I've gotta set this pier up for a change of command. I've gotta be able to see the boat and 400 people who need to be seated. He's done this about a half dozen times, and I've never done it. I called him, "Can you please come down to my boat and tell me what you would do?" because I have no idea, so he's coming down this afternoon. That is a direct…	Path finding Role modeling Following successful model
He knows; I told him, "You need to guide me." Specifically, I used those words; he knows he's coming down to do that, so that's an example I think of a specific thing that he's coming to do.	Following successful model
A not so specific thing, I kinda followed him. He went to a boat as a	

chief; then he became a COB and went to a squadron,	Disregarding rank differences
so my next job is going to be a squadron CMC, hopefully, if I make MC, and that's what he did,	Meshing of personalities
so I'm just following him, whatever path he took worked, cause he's young like me, and when he made it he was only a couple of years, not even a year older than me.	Meeting informally
I am literally following whatever that guy does; if he steps with his right foot, I'm gonna do it—	Meeting informally Meshing of personalities
and we're not even in the same rate, we don't do the same job…	Exhibiting humility
well now we do, it doesn't matter, it doesn't matter what your real job is; it matters how you get through everyday Navy.	Disregarding rank differences
um, believe it or not, when I met him I was a 2nd class, and he was a chief,	Meshing of personalities
and I wanted to be a chief. But the thing that drew me to him the most was that he was a blast to hang out with; he was just fun. The first several times we met were Christmas parties for the wife's jobs.	Meeting informally
It was never in uniform; it was always in good fun, eating and drinking and laughing and dancing, and all that good stuff.	Meeting informally Disregarding rank differences
So he was fun to hang out with, but he never treated me like I was below him; we were civilians, and that's all that mattered.	Meeting informally

At that point we were two guys that were there with our wives,	Disregarding rank differences Exhibiting humility
and it didn't matter that he was a chief, and I was 2nd class.	Networking
He was him, and I was me.	Opening doors/opportunities
That told that he was grounded, that he was down to earth, that he could, I could talk to him, and that was cool.	Role modeling
From that point on, I started getting invited to gatherings that were Navy.	Role modeling (-)
So I found myself, he would invite us to a bbq, so I wouldn't know anything but the address, and I would get there and it would be all of the MCs from the waterfront on the base,	Role modeling Path finding
And then me, and I'm still a 2nd class. But again, they didn't care. It was Jim, Bob, Bill, Tom, whatever. It didn't matter who I was; it wasn't PO so and so,	Path finding
don't talk to us because you are beneath us. So it started to get kinda…	Role modeling
….yeah, networked into, this thing.	
So what he did was open a door to an ability for me to watch how all these guys operated,	Role modeling
and then I could just start feeding on what they did.	Role modeling Path finding
So if this guy sucked, I didn't do what he did.	

And if this guy was really good, and it was easy to tell because I was on the outside looking in…	Role modeling Path finding
And it grew from that point, and then he just started to succeed, and he was, like me, flying through the ranks.	Coaching directly
First time up he made SC, he immediately went to be a COB, immediately made MC first time up, which is what generally happens after being a COB.	Coaching directly
Then he went to squadron, and then he left squadron. He left early to go back to another boat to a COB again, cause they needed one,	Role modeling Path finding
and then he left that boat and went back to squadron, and left that boat to be a COB just a couple of months ago again cause the COB got fired.	Coaching directly Supporting outside of formal network
On the boat he went to, so what do I do? I take those jobs. When someone calls and says, "Hey, do you want the job?" I don't even ask; I just say yup. Nobody else wants it so I'm, gonna.	Coaching directly Supporting outside of formal network
So I just recognized that he was that guy, and like I said, I want to succeed, so I'm gonna latch onto the guy who is running and try to hold on; literally everything he does I'm trying to do.	Coaching directly (-)
Well, I can tell you that there are several decision points throughout my career that, first of all, if my dad want there to answer questions I would have failed,	Coaching directly

and if my navy mentor wasn't there, I would have probably just, I won't say failed, but I would have I probably would have waited longer to get where I'm at.	Coaching directly Supporting outside of formal network
I would have gone a roundabout way to get to it, not the most direct.	
When I was a 2nd class I got upset with a guy, and I got into an altercation with a guy in a classroom, and we got caught and I got in trouble and there was a possibility that I was gonna lose my promotion, so this is… The first thing I did was get on the phone with my dad and said, "Hey, look, I screwed up. What do I do? How do I handle this? How do I talk to the people?"	Coaching directly Supporting outside of formal network
I felt like I was in the right because of the situation, but he basically told me what to do, how to handle myself, what to say, what not to say, and then just basically reassured me that my performance before that will always stand for who I am.	Coaching directly Supporting outside of formal network
I didn't, because of the way I acted, the other guy, not so much.	
So he saved me, he guided me, because I was young; I didn't know what to do.	Path finding
So the year I made chief, I was 1st-class eligible, and the results had not come out, but there was alcohol involved. It doesn't matter in the Navy if you were drunk or not. Any time when there is alcohol involved, it's an issue. So here I am a few months away from being selected for chief, and I'm at mast, and again I had to call my dad and say, "I'm screwed. There's no way	Path finding Trusting advice

out of this," and again, he gave me the same guidance. I was the SOY for the whole command; I was the guy. He said, "Just stand up there and be honest, be strong; let your performance to this point speak for you." There were a lot of options.	Trusting advice
I could have pleaded out; I could have just done some. I just said ok, I could have rejected mast and went to court martial, and probably gotten off because they have to follow the law and mast doesn't. He told me not to do that. I had to trust that he was right, because the CO can do what he wants, so I stood in front of the man and just like he said would happen, my performance stood for me. He tossed it all out.	Clarifying relationship Clarifying relationship Clarifying relationship Clarifying relationship Understanding connection
It's never been in my record. That year, I made chief, and that's the reason we're here. That's an example specifically of how my dad mentored me through some pretty rough times.	Facilitating relationship (-)
So this other guy has mentored me in other ways, like I talked about choosing my next step, my next command, you know, I picked this boat. It was last minute. I got a call on a Wednesday. I was in school for two months on a Monday, and I was on a boat and it's going to Hawaii,	Facilitating relationship Leveraging org structure Facilitating relationship (+/-) Leveraging org structure
and so I had to uproot my family, get rid of my house in a bad market, I mean, all these things, but I still took the job because he assured me this was the best route. And the bottom line is that next May I'll be an MC.	Having physical proximity Facilitating relationship (+/-) Leveraging org structure

Trust, I had to trust him, and I do. If I didn't trust him, I would make decisions regardless of what they said. Up to now, it's worked out so I have no reason not to.	Having physical proximity Seeking mentor
Take it for what it's worth. They've tried; they haven't done anything until recently. You know, when I joined the Navy, there was no such thing as a mentor; at least the term wasn't being used as it is today.	Seeking mentor
I was never assigned a mentor. I didn't even know what the word meant really, with relation to what I was doing.	Receiving professional instruction
When my dad was helping me all through this, I didn't consider him my mentor; he was my dad.	
I didn't start calling him that until it became a buzzword.	Receiving professional instruction
I would say that they have done nothing specifically to help me have one.	Receiving professional instruction
Indirectly, they have very much so. They provided me an opportunity, specifically because of how small my community is, to follow this guy around,	Receiving professional instruction Wanting to be a good mentor
In the bigger Navy, the surface fleet Navy, whatever, there is an opportunity for him to have gone anywhere in the world and me to have gone the opposite direction, and that would have never worked.	Partitioning available mentor resources
Now, I didn't follow him on purpose but it didn't hurt that we kept ending up in the same spots.	Role modeling

So I kept latching on to him, so they did that. That was all navy. There are only so many places that I can go, and that he can go so, because of that, the chances are that we ended up in the same spot.	Fostering positive environment
If he didn't end up here, and I did, it would have ended up some other guy being my mentor.	Fostering positive environment
It is not like there is a shortage of guys to pick from; he is just the one I've known the longest.	Fostering positive environment
But I will tell from being the mentor standpoint, which I take very seriously, we have to go to a senior enlisted academy. It's like the sergeant major academy or whatever service has, big leadership. It's two months of school, six weeks of just leadership stuff, and then the final two weeks are for CMCs and COBs, and it's a leadership and it's all study of cases and things to do.	Wanting to be a good mentor
That was a lot of how-to, textbook, what the Navy thinks, mentoring.	Role modeling Coaching directly
You know that what we're doing that thing where you fill out the bubbles, and it tells you your personality trait?	Wanting to be a good mentor Role modeling Coaching directly
We do that, and everybody gets their little profile. I can't be a mentor of just one guy because of my title. I can be, but I have to be a mentor to some other guys.	Lacking formal guidance Fostering positive environment Taking care of staff
Meaning I see things in guys and see them going far and being successful,	

but it's not fair for me to give all of what I have to one and not the other.	
If I see a guy the wrong way or I think he is making the wrong decision, I will say, "Look, I recommend you do this." Or "In my experience…" That term doesn't work a lot with me because I haven't been doing this very long, but it is getting better every year.	Changing of policy Leveraging org structure Coaching directly
But I try to guide everyone, I guess. The thing that I learned at that school is that I am specifically responsible for the attitude of everybody onboard.	Leveraging org structure Coaching directly
So like I said earlier, if I come upset one day, the crew is going to know I am upset, and it is going to affect everybody onboard.	Leveraging org structure Coaching directly
So basically I come in and I smile every day, and I talk to people every day, good mornings and good afternoons. If I am making the atmosphere of my command where it is facilitating the guy to mentor somebody else, That is the goal for me. I have a much larger view, a broader perspective.	Leveraging org structure Coaching directly
Disregard that part, I don't, I haven't identified a guy who thinks I am his mentor is where I'm at. ***I have people asking me questions, things they should do, but I think that is because of my position.***	Fostering positive environment Taking care of staff Role modeling Coaching directly
I have been there for 10 months. I don't know if there is one guy, maybe they think like this guy I was talking about, and he doesn't know it.	Fostering positive environment Taking care of staff Role modeling Coaching directly

There is no formal instruction on how to be a mentor.	Coaching directly
Have you heard the term "brilliant on the basics"? There is a term out in the Navy now called "brilliant on the basics". It is six core things that a command level guy should be concerned about. COB/CO, what we should focus on, sponsorship, mentorship, those kind of things, taking care of the people.	Coaching directly Role modeling
Every three years, we get a new guy in charge, and they come up with a new goal, and that is a hard part.	Coaching directly Role modeling
The submarine force, by nature of what we do, has always had mentors. To earn our dolphins, it takes a year. It is hard-core qualifications.	
Up until recently, it was the only community where it was required to get qualified to stay on the ship. So you had to have someone assigned to you to get you through it because it is a lot of knowledge to get through in a short amount of time.	Coaching directly Role modeling
The submarine force has had mentors for 116 years. We just didn't call them mentors.	Changing of policy
Yes, that's why we say "Don't burn your bridges in your community" because you are going to end up working with or for somebody that you did before; it's gonna happen.	Having connectivity (-) Having connectivity (-)
Specifically what I mean is um that if we're underwater, there is no fire department, no police department. We have to take care of ourselves, and we are just like a family. And just like a	Changing policy Capturing tribal/implicit knowledge

family, we don't always get along, but if the ship starts flooding or a fire or major casualty, you have to know that I can save you if you are sleeping and that you can save me.	Changing policy
There is an inherent feeling that I am going to make sure that when you get qualified you are going to know what you are talking about so that I can feel safe.	Window dressing organizationally
So when I assign that guy who is helping you get qualified, there is going to be some ownership. Ownership is another buzzword in the Navy.	Window dressing organizationally
We have been using it in the submarine force at least since I got in, probably before that. So I have some ownership in you because you are my guy, and when you get qualified, it is a proud day. I pin your dolphins on, that's mentoring.	Coaching directly Role modeling
You don't know how to get through it. When you were in college, managing your food and schedule and living but it gets easier. It is the same thing here. You show up to a submarine, a place you have never seen before. You have no idea how to get through the day, what these alarms mean, and people talking, and what are these terms.	Coaching directly Role modeling Reifying org structure**
Someone has to help you through it. That is what we have always done. Now you are going to figure out how to can it and serve it to others. That is absolutely correct. At least, that is how I feel.	Coaching directly Role modeling Reifying org structure**
I think they have tried some quick fix, knee-jerk programs, one of which was	Lacking formal guidance

NKO where we were going to portal everybody together via the internet.	
So contrary to popular belief, we are not connected via a giant fiber optic cable.	Defining core mentor concepts Leveraging org structure
So if you were my mentor in Japan that would be great until I went on a six-month deployment. And then you couldn't do anything for me.	
It is an unrealistic expectation how we go about it. There is no instruction, but there is an implied, kind of tribal knowledge, how to do it.	Finding specialized guidance amongst peers Leveraging org structure
At one point, they came out and said that everybody had to log in and pick a mentor who was senior to you. And it would send a request to this other person in the Navy. ***It was stupid and completely useless, and I am sure it cost billions.***	Defining core mentor concepts Leveraging org structure
It was an unrealistic effort to check the box that the Navy is performing mentorship.	Leveraging org structure Leveraging org structure
The Navy wants to be a top 500, 100, 50 employers; that is their big goal. So of course they are going use corporate terms. You hit the nail on the head on the way that everything is based on corporate America; it doesn't work.	Possessing similar experiences Defining core mentor concepts
I need guys' mentors to be guys on this ship. Because when we are gone, 72 days under water, locked in a tube, there are guys available to help them because 72 days is a lot of time to screw something up. You can make a bad decision in 72 days.	Role modeling

And I expect his mentor to be there to help, and it shouldn't be "Go to the COB and ask him what to do."	Role modeling Coaching Developing capacity
There has to be that level. I want 1st classes mentoring seconds, and seconds mentoring thirds, and chiefs mentoring first; that is the way the military across the world is supposed to work. Corporate America, two 1st classes who want to be chief are not fighting for one spot. There isn't one president job and I'm going for it.	Coaching Developing capacity
There is no big Navy rules, guidance, or instruction, training, anything. As much as they say there is, none of it is worth anything; it is useless.	Coaching Developing capacity
I would keep it real simple. It would keep it with three core, for whatever reason, we work in threes, structure. I don't know they need to be senior. I think you can have a peer as a mentor. There are plenty of chiefs out there that have been chiefs as long as I've been in the Navy, but I've advanced faster than them.	Role modeling
Now they haven't been COBs because they don't have the rank to be a COB, but they have dealt with some personnel issues that I'm dealing with now and can provide me some guidance.	Role modeling Coaching Developing capacity Fostering positive environment
That doesn't meet the definition of the mentor because he isn't the one guy.	Role modeling Coaching Developing capacity
It is hard to explain. The chief community is like a big fraternity; we tap into each other for everything,	
so it's like having a giant base of whatever I want.	Role modeling

Pick up the phone. As long as a chief answers the phone, I get what I want.	Coaching
Guidelines I guess would say are been through what I've been through and a peer if not senior.	Role modeling Coaching Developing capacity Fostering positive environment Taking care of staff
And uh, I don't know. I guess those would be the two. I know I said three, but I don't know what the third one would be, you know, it's like trying to define a good leader. How would you pick?	Fostering positive environment Taking care of staff
That's the thing, I don't mentor at all in the technical aspect of what they do. I could try, but it would be futile, if that's even a word. It wouldn't make sense. This is what I do: I employ some sort of leadership style that I have where if you have a problem, I don't know what to do. What would you do? I try to foster some thought. I try to get them going,	Fostering positive environment Taking care of staff Fostering positive environment Taking care of staff
try to get them to figure out the solution on their own. Would this work? I just start throwing cockamamie ideas out there that are completely off the wall,	Fostering positive environment Taking care of staff Fostering positive environment Taking care of staff
which they know is off the wall, but what it's doing is making them think what else would work, think out of the box sometimes, which I know is another catch phrase, but by thinking stupid things…	Leveraging org structure
When I moored, there was a big craneless brow on the front of where the platform is gonna be for my change of command, so I looked at the port ops guy, and said, "Hey, can you move the	Leveraging org structure

brow, bring a crane, unbolt, and pull it right off the pier?" It's permanently mounted, it's being moved at 15:00 today, so it's not as crazy as I thought.	Leveraging org structure Role modeling Coaching Developing capacity Fostering positive environment
That's an example; he's panicking because I put out guidance saying these guys won't be in the duty section; they didn't plan far enough ahead, so now they are in a bind.	Role modeling Coaching Developing capacity Fostering positive environment
Two trains of thought right now: I could lose my mind, but that's not me. So, if I lose my mind, the whole command will lose their minds, so I will make sure he will fix it. But he will know that I am calm and that he can fix the problem, and hopefully, that will bleed over to him, and when he's a COB, he will do the same thing.	Taking care of staff Taking care of staff Coaching
That's my goal. I think I am right all the time. The way I do it is the right way obviously. Who would do it the wrong way if they knew the right way?	Taking care of staff Coaching
Back to how, that's how I do it man. It's all personal, my job focuses, the catch phrase is heads in bed. I focus on people being taken care of, that they have a place to live, that they're getting paid, that they're not at home in some relationship that's terrible, that they're not drunks or drug addicts, that they are as happy at work as they can be	Coaching Role modeling Coaching Role Modeling
because when we go to sea, we work hard and so when we come home, I push and push and push to make sure they get time off and that they get to enjoy themselves at home,	Coaching Modeling Formalizing training

because if they work hard here and at sea, one of them is going to break, and I don't want their family to fall apart.	Formalizing training
So it's my job to protect that part of the Navy. The rest of them will make sure that we fight right, that we operate right.	Formalizing training
My job is to make sure they are taken care of; every single sailor from the newest sailor who checks in today to the CO,	Coaching (me)
I am his consigliore. That's my job; I am the CO's go-to. When he needs help, I am the only one to call.	Coaching
I have a unique relationship that gives me some power. It's all implied, but they think I have the power, because I am in the CO's ear every day. When he hangs a left, it's because I told him to hang a left and not a right.	Coaching
That empowers me to, when I tell people to do things, they just do them.	Coaching
It's the COB. You could be an O-5; I'm still the COB.	Coaching
I don't specifically worry about the technical aspect. I just try to foster them to think and remain calm, and then, when it comes to personal stuff I do.	
If a guy wanted to move to Hawaii because he was going through a divorce, and his family was going to stay here. "Hey COB, this is better for my career because the shore duty over there is a	

squadron job, and the job here is a sub school job, and they're not the same." ***And my thought process would be that your career is important, but these are your kids and if you're 6k miles away you're not going to see them.*** ***While that may mean nothing to you now, ten years from now, when they don't know you, it will matter. If it takes you two extra years to be a SC because you decided to be close to your kids, you should do that.*** ***Eventually, you are going to be an SC regardless, so go be with your kids rather than be quicker. Those are the things that I provide, and those are just inputs.*** ***I will not tell somebody what to do. I make it clear to him, this is what I would do,*** ***I am not saying this is what you should do, but at least think about this option.*** ***Because that is a scary thought, for someone to run off with whatever you tell them; you give guidance to someone and they run with it blindly, and you make a mistake, you own that.*** ***That's a responsibility I don't want to bear. In the negative, I have too many suicides I've lived through to deal with that *laughs* get all deep.*** ***No, other than I hope you are successful. I mean that, because I follow your mindset that there needs to be some guidance because some people are born to lead and others aren't.***	

But just because you weren't born to lead doesn't mean you can't; *you just need to be taught a little bit, so I think the mentor thing goes a long way with the same mindset.* *The best way is to talk to a lot of people like you are doing, embed yourself in the community a little bit if you have some way to do that.* *If you could go to sea on one of these things and watch how people interact, that would be the ultimate bonus.* *I can't do that right now because the scheduling is bad. There are opportunities to do that, and you should figure out how you can get involved. I would talk to them.* *There's a place on the base called, the submarine medical research lab or something like that.* *They do all kinds of studies, sight hearing etc. That's who I would get in touch with.* *Texas, UT Texas, those are all the guys who are linked; then it's all about scheduling.* *I don't have anything else to add.*	