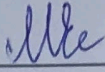


Moldir Yelibay

Author's signature:

  
\_\_\_\_\_

Date: June 28<sup>th</sup>, 2019

**Factors that Affect Relationships at Workplace with Supervisors: Perception of  
Young Female Faculty Members from Kazakhstan**

Moldir Yelibay

Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in

Educational Leadership in Higher Education

Nazarbayev University Graduate School of Education

June 28th, 2019

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Ethics decision > Входящие x



GSE Research committee <gse\_researchcommittee@nu.edu.kz>

пн, 4 февр., 14:57



кому: я ▾

Dear Moldir,

The NUGSE Research Committee reviewed your study proposal and decided:

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## GSE Research Committee

Dear Moldir,

The NUGSE Research Committee reviewed your study proposal and decided:

To grant approval for this study

Approval: This approval is effective for the life of the study. However, any time you change any aspect of your project (e.g., recruitment process, administering materials,

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February 4th,

2019

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Completion Date 10-May-2018  
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**Dedication**

To all young female innovators, leaders and change makers.

### **Acknowledgements**

I was extremely lucky to have two supervisors who guided me throughout the process of the master's thesis writing. I express my sincere gratitude to my first thesis supervisor, Dr. Iris Li, for her constructive help throughout the whole research process. Also, I want to say how grateful I am to Dr. Aliya Kuzhabekova, who was my second thesis supervisor. I have greatly benefited from her insightful comments and critical view. But most importantly, she believed in me more than I did, from the very first day of my studies. She motivated me to pursue PhD in Education and supported throughout the application process together with Dr. Iris Li and Dr. Anna CohenMiller.

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I thank myself for all hardships of combining work, studies, and family. I have finally understood my inner-self during my studies at NU GSE.

**Factors that Affect Relationships at Workplace with Supervisors: Perception of  
Young Female Faculty Members from Kazakhstan**

**Abstract**

There are a lot of young females who work as faculty members. They have different workplace relationships - unique connections between individuals at an employment place. Relationships at the workplace are essential because they shape an organizational culture that influences an individual's performance. Literature states that employers do not trust the abilities of a worker because of age and gender stereotypes. Youth is perceived unreliable and inexperienced; and females are expected to avoid competition, management, and prioritize family over work. As a result, young female academics drop out of their career pursuits. There are also studies that confirm mentorship to influence positively on relationships at the workplace, resulting in career advancement for young and female faculty members.

While the topics of workplace relationships and mentorship for young and female professionals are sufficiently covered in the literature, the same topic for young women is largely ignored. Many studies were conducted in the West and little is known about the experiences of young female faculty members from Kazakhstan. This study aimed to understand how young female faculty members' age and gender impact professional relationships career with supervisors. Additionally, the study explored how mentorship shapes relationships in the workplace. The following research questions were answered in order to fulfill the purpose of the study: (1) How young female faculty members are treated by their supervisors at a workplace? (2) How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

The qualitative interview research design was employed in the study to answer the research questions. Semi-structured interviews of ten participants were analyzed with the help of thematic coding and its interpretation. The researcher used snowball sampling in order to select participants.

The findings of the study provided insights on relationships at the workplace of young female faculty members and their supervisors: ageism towards junior faculty; gender norms for young female faculty; a preferred worker. Participants who have mentoring relationships with their supervisors perceive a sense of collegiality and friendship. Non-mentored participants refer to positional status and personal bias in career advancement. The study is concluded by suggesting some recommendations for policymakers and university administration on relationships at the workplace to avoid age and gender bias and to enhance mentorship.

**Keywords:** *relationships at the workplace, age, gender, mentorship, female*

**Факторы, влияющие на взаимоотношения на рабочем месте с начальством:  
восприятие молодых женщин-преподавателей из Казахстана**

**Молдир Елибай**

**Абстракт**

Много молодых женщин работают преподавателями в высших учебных заведениях. Они имеют различные трудовые отношения – уникальные связи между людьми на рабочем месте. Отношения на рабочем месте важны, потому что они формируют организационную культуру, которая влияет на производительность человека. В литературе говорится, что работодатели не доверяют способностям работника из-за возрастных и гендерных стереотипов. Молодежь считается ненадежной и неопытной; женщины избегают конкуренции, управления и отдают предпочтение семье, а не работе. В результате молодые женщины-академики уходят с работы не пытаясь сделать карьеру. Существуют также исследования, которые подтверждают, что наставничество положительно влияет на отношения на рабочем месте, что приводит к карьерному росту для начинающих сотрудников и женщин-преподавателей.

В то время как многие исследования изучали возраст, пол и наставничество в трудовых отношениях, не так много исследований проведено в Казахстане. Цель данного исследования понять как профессиональные отношения с работодателями зависят от возраста и пола молодых женщин-преподавателей. Кроме того, в исследовании изучалось, как наставничество влияет на отношения на рабочем месте. Для достижения цели исследования были даны ответы на следующие исследовательские вопросы: (1) Каковы трудовые отношения молодых женщин-

преподавателей и их начальства? (2) Каковы трудовые отношения молодых женщин-преподавателей и их начальства, если начальник является наставником?

Качественный интервью дизайн исследования был использован, чтобы ответить на вопросы исследования. Полу структурированные интервью десяти участников были проанализированы с помощью тематического кодирования и их интерпретации. Исследователь использовал метода снежного кома для отбора участников.

Результаты исследования позволили получить представление об отношениях на рабочем месте молодых женщин-преподавателей и их руководителей: дискриминация по возрасту по отношению к младшим преподавателям; гендерные нормы для молодых женщин-преподавателей; и образ предпочтительного работника. Участники, которые имеют наставнические отношения со своими руководителями, имеют чувство коллегиальности и дружбы. Участники без наставничества ссылаются на позиционный статус и личную предвзятость в продвижении по службе.

**Ключевые слова:** *взаимоотношения на рабочем месте, возраст, пол, наставничество, женщина*

**Басшылықпен жұмыс орнындағы өзара қарым-қатынасқа әсер ететін  
факторлар: Қазақстандық жас әйел-оқытушылардың көзқарасы**

**Мөлдір Елібай**

**Аңдатпа**

Көптеген жас әйелдер университеттерде оқытушы болып жұмыс істейді. Оларда жұмыс орнында әртүрлі қарым-қатынастары бар. Жұмыс орнындағы қарым - қатынастар маңызды, себебі олар адамның өнімділігіне әсер ететін ұйымдастыру мәдениетін қалыптастырады. Жұмыс берушілер қызметкерлердің қабілеттеріне жас және гендерлік стереотиптердің себебінен сенбейтіндігі турады әдебиетте айтылған. Жастар сенімсіз және тәжірибесіз деп саналады, ал әйелдер бәсекелестікке, басқарудан аулақ болуға және жұмысқа емес, отбасына артықшылық беруге тиіс болып саналады. Нәтижесінде жас әйел-академиктер өздерінің мансаптық ықыластарынан бас тартады. Сондай-ақ, тәлімгерлік кіші және әйел-оқытушылар үшін жұмыс орнындағы қарым-қатынасқа оң әсер ететінін растайтын зерттеулер бар.

Көптеген зерттеулер жұмыс орнындағы қарым-қатынаста жас, жыныс және тәлімгерлік әсерлерін зерттеген кезде, Қазақстанда осындай зерттеулер көп емес. Бұл зерттеудің мақсаты жас әйел-оқытушылардың жасы мен жынысы жұмыс берушілермен кәсіби қарым-қатынасқа қалай әсер ететінін түсіну болды. Сонымен қатар, зерттеуде тәлімгерліктің жұмыс орнындағы қарым-қатынасқа әсерін зерттейді. Зерттеу мақсатына жету үшін келесі зерттеу сұрақтарына жауап берілді:

(1) Жас оқытушылар-әйелдер өз бастықтарымен жұмыс орнындағы қарым-қатынастары қандай? (2) Егер бастық тәлімгер болып табылса, жас оқытушы-әйелдер мен олардың бастықтарының жұмыс орнындағы қарым-қатынастары қандай?

Зерттеу сапалы сұхбат дизайнын қолданды. Он қатысушының жартылай құрылымдалған сұхбаттары тақырыптық кодтау және оны түсіндіру арқылы талданды. Зерттеуші қатысушыларды іріктеу үшін жентек қар методын тандап алды.

Зерттеу нәтижелері жас оқытушылар мен олардың басшыларының жұмыс орнындағы қарым-қатынасы туралы түсінік алуға мүмкіндік берді: кіші оқытушыларға қатысты кемсіту; жас оқытушылар-әйелдерге арналған гендерлік нормалар; және керемет қызметкер келбеті. Өз басшыларымен тәлімгерлік қатынастары бар қатысушылар алқалық пен достық сезімін бөлісті. Тәлімгерлігі жоқ қатысушылар ұстанымдық мәртебесі және қызметі бойынша жоғарылауда жеке ағат пікірлік туралы ой білдірді.

**Негізгі сөздер:** *жұмыс орнындағы өзара қарым-қатынастар, жас, жыныс, тәлімгерлік, әйел*



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## **Chapter 1: Introduction**

### **1.1 Introduction**

The following chapter will introduce the study. The first section will provide background information for this research. Background information is essential because it explains the rationale for this study. The second section will establish a research problem that is followed by background information. Then, the purpose and research questions that will guide this study are presented. Afterward, there is an argument about why it is significant to conduct this study. Finally, a plan of the thesis will be outlined.

### **1.2 The Motivation for the Study**

I became interested in the topic of workplace relationships with supervisors after an experience at my first workplace. As a 23-year-old Western styled university graduate, I was excited to be a part of an organization which worked with higher education institutions. During an interview for the job position, I was inquired in details regarding my plans for maternal leave. After I had been employed, a male president of the company often asked me to replace his secretary after regular working hours. He was displeased with my refusal because I said I could not sacrifice my family time to work that I am not supposed to do by my official job duties. Besides, my other supervisor, a 57-year-old head of the department, was displeased to guide an inexperienced young female. It was not my guess; she directly said it to me the very first week of my employment, and our working relationships became difficult from that moment. To summarize, throughout my first years of employment, I was treated differently by supervisors in comparison to older female colleagues and male peers.

The way supervisors treated me was quite regular towards other women of my age. Other employees in the department accepted the treatment without much resistance, and

nobody complained. I decided to fulfill additional tasks in order to assimilate and expected my job title or salary to be raised because I worked extra. After six months, my older female colleague, who was employed at the same time as me, had her salary increased, while my salary did not change. When I asked my supervisor why I was not rewarded similarly, the department head answered: “It is too early for you,” without providing any additional explanation. I started to feel that I was evaluated as an employee not on the quality and quantity of the work done, but on some unfortunate combination of my age, gender and hierarchical position concerning supervisors that did not meet some opaque standards for promotion or salary increase. Conditions that needed to be satisfied for me in workplace relationships to advance in my career remained a mystery for me.

As a response to my curiosity, during my studies at the Nazarbayev University Graduate School of Education, I started exploring scholarly articles on workplace relationships in different disciplines and different countries. As I was writing papers on the topic for some of the courses, I developed a keen interest in the area and decided to explore the topic in greater detail in my final work – Master’s thesis. I was intrigued to research workplace relationships of young women and their supervisors in Kazakhstani academia.

### **1.3 Background Information**

There is not much scholarly literature which explores how age, gender, and mentorship influences relationships at work. However, in business and management literature, it is demonstrated that the interaction of age and gender does influence workplace relationships for young females. Results of the research conducted in Britain’s major financial service company with a sample of 1128 employees showed that employees aged from 25 to 44 have more reduced pay and fewer career opportunities. Women in the age group were treated even less favorably than males on the ground that they were “too

young for promotion,” received “negative attitudes” or had “youthful appearance” (Duncan & Loretto, 2004, p.105).

A few studies available in the field of higher education seem to confirm the same pattern. In an American higher education institution young female minority faculty members perceived a combination of being a minority woman and a junior faculty member as a “catastrophic” mixture (Boyd, Cintrón & Alexander-Snow, 2010). Main challenges were academic society’s misunderstanding of their behavior shaped by their natal culture; unwelcoming atmosphere to females who combine family and work responsibilities; and being perceived incompetent because of young age. Young women of the study also reported a lack of mentoring relationships at the workplace. Studies show, young females, overcome age and gender bias in workplace relationships if they have access to mentors (Leslie, Lingard, & Whyte, 2005; Pringle, Harris & Ravenswood, Giddings, Ryan & Jaeger, 2017).

While there are some studies on young females and workplace relationships, there is a lack of research on the topic within the field in higher education and particularly about relationships at the workplace with supervisors. Therefore, there is a definite niche in existing research, which could be filled in with this thesis.

#### **1.4 Statement of the Problem**

In general, research reveals that positive workplace relationships with supervisors contribute for a better performance of an employer and one’s career advancement (Colbert, Bono & Pirvanova, 2016; Walthall & Dent, 2016). Particularly for young women, the study from Taiwan revealed an unfair treatment at workplace towards females: “Sometimes employers just did not trust the abilities of these workers because they were “young” and “female” ” (Lien, 2005, p.219). In Denmark, young female academics drop

out of their career pursuits due to age and gender bias, which results in 8-16 percentages of gender imbalances in employment (Nielson, 2017). However, supervisors interpret gender inequality at workplaces as a problem related to women, not to policies of an organization (Nielson, 2017). While it seems that positive workplace relationships with supervisors bring multiple benefits for employees, young females report age and gender bias in workplace relationships that affect their career pursuits.

The statistics show that women faculty under the age of 30 are a majority group, which constitutes 71% of all female faculty in Kazakhstan (Gadpaille, Horvat & Kennedy, 2018). However, research on females from Kazakhstan is scarce, and no studies are conducted from the perspectives of young female faculty members. The problem addressed by the study is the lack of understanding of the experiences of young female faculty members.

### **1.5 Purpose of the Study**

The primary purpose of this thesis was to investigate in-depth how their supervisors treat young female faculty members at the workplace. More specifically, it explores how employees' age and gender impact professional relationships with superiors. Additionally, the purpose is analyzing how mentorship affects relationships in the workplace. In other words, the study is designed to understand what workplace relationships young female faculty members have with their supervisors in higher education.

### **1.6 Research Questions**

This study examines the following research questions:

1. How are young female faculty members treated by their supervisors at the workplace?



2. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

### **1.7 Definition of the Central Phenomenon**

Workplace relationships are unique connections between individuals at an employment place. They are essential because they shape an organizational culture at workplaces that influence individuals' performance (Trefalt, 2013). The literature discusses many types of workplace relationships. Since the purpose of this thesis is to explore workplace relationships of young female faculty members and their supervisors in higher education, relationships at a workplace are recognized as leader-follower relationships. In leader-follower relationships, there is a leader who is a supervisor and a follower who is an employee. A leader moderates relationships in this type of connection (Savolainen, 2009).

Besides, the interest is to understand a specific type of relationship when the supervisor also serves as a mentor. A mentor is a more experienced or knowledgeable person that guides another one who lacks skills (Helms, Arfken, & Bellar, 2016). Mentorship can be formal, where the institution assigns mentors and mentees based on their qualifications and needs; or informal, which occurs when people meet same interests and share emotional commitment (Mazerolle, Nottingham, Coleman, 2018). Hence, workplace relationships and mentorship between young female faculty members and their supervisors are the central phenomena in this thesis.

**Young female faculty members.** According to report in 2018 of Independent Agency for Accreditation and Rating of Kazakhstan, faculty members with Master of Sciences degree and three years of teaching experience obtain a title of a senior lecturer and considered as a faculty member ("Independent Agency for Accreditation and Rating

Report,” 2018). Gadpaille, Horvat, and Kennedy (2018) state that in Kazakhstan, 64% of all faculty members are women, and 71% of them are under the age of thirty. The average age of a Kazakhstani citizen is 31.6 (“Srednii Vozrast Kazakhstancsev Sostavlyayet 31,6 Goda”, 2015). Hence, young faculty members in this study are women under the age of thirty, employed at a Kazakhstani university as a faculty member.

**Supervisors.** According to the online Oxford Dictionary (“Supervisors”, n.d.), a supervisor is a person who oversees employees’ at the workplace. In the sample of this study, supervisors are considered as department chairs within faculties because of the organizational structure of a university. A typical Kazakhstani university employs a vertical hierarchical form of management. The rector of a university is a decision-making person. Then, there are different schools within an educational institution, and each school has its dean. Following that, schools divide into various departments. Chairs of these departments are under the direct supervision of a dean, and they are the most authoritative people within their department. Their job duties include management systems of the department, allocation of teaching, research and services among faculty and proposing candidates for advancement, which is agreed with a dean and a university’s commission (“Dolzhnostnaya Instrukciya Zaveduyuei Kafedry,” 2013).

**Mentor.** Since formal mentorship is not practiced in Kazakhstani higher education except medical specialties, the concept of informal mentorship will be explored in the sample (“V Medicinskie Vuzy Kazakhstana Budut Privlekat’ Inostrannyh Specialistov,” 2017).

### **1.9 Design of the Study**

Research questions, mentioned above, are answered through a qualitative interview design. It is considered as an appropriate approach to this study because interviews allow

understanding the experiences and opinions of participants in-depth (Turner III, 2010). Since the interest is in the perception of workplace relationships of young female faculty members, I wanted to hear insightful stories from the participants in order to answer the research questions. A qualitative interview design allowed for a better understanding of the experiences of young females.

The study is based on one-on-one semi-structured interviews. According to Given (2008), semi-structured interviews are especially useful when interview participants well understand concepts of the research, but further questions need to be asked in order to elicit the perception of the themes of interest. "One - on - one interview is a data collection process in which the researcher asks questions to and records answers from one participant in the study at a time" (Creswell, 2014, p.240). This type of interviews allowed focusing on one person and to gather rich data.

I interviewed and then analyzed in depth the stories of ten young female faculty members from different universities of Nur-Sultan. A systematic procedure for data analysis, as described in Bloomberg and Volpe (2012, p.138) was applied to this study. After transcribing interviews, I developed categories that were the main themes and a backbone to the study. Then I created descriptors for each category, sorting them relevantly to the reviewed literature. Finally, I classified data into codes to build a story.

### **1.10 Significance of the Study**

The study highlighted the effect of age, gender, and mentorship on workplace relationships of young female faculty members in Kazakhstan. It has a significant value for female faculty, faculty in general, and for higher education administration. Young females who pursue careers in higher education will be informed about the realities of being employed as a faculty member, while simultaneously being a woman. Other faculty

members will benefit from the study by becoming more aware of the issues their younger women colleagues face in workplace relationships and can help them to assimilate in academia.

If the administration of universities is informed about the experiences of young female faculty members on relationships at the workplace, they may implement strategies that will contribute to better workplace relationships of employees. The target audiences of this paper are young female faculty members, all faculty members in general, and policymakers at the institutional level. This research may contribute to creating policies that will help young female faculty members to experience positive workplace relationships with supervisors in Kazakhstani academia. Finally, the study fills the literature gap on age, gender, and mentorship in Kazakhstan.

### **1.11 Outline of the Study**

The thesis paper consists of six chapters. The first chapter explains the motivation to conduct the study and background information. Next chapter presents the literature review related to research questions, which reveals gaps in existing research and provides a conceptual framework that will guide the study. The third section, methodology, justifies research methods, explains sampling procedures, data collection instruments, data analysis, and ethical issues. The fourth section introduces findings after interview processes. The fifth chapter analyzes those findings in synthesis with the literature review chapter and provides discussion and interpretation of results. The final chapter concludes the study, overviews the paper, and provides recommendations for future research.

## Chapter 2: Literature Review

### 2.1 Introduction

The purpose of the study was to examine how their supervisors treat young female faculty members at a workplace and how those professional relationships are affected by mentorship. The study attempted to answer the following research questions:

1. How are young female faculty members treated by their supervisors at the workplace?
2. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

An overview of the relevant literature shows that not much of Kazakhstani research on the topic of this study is available. Therefore the chapter explores literature from other geographical locations, primarily from the U.S, Britain, Netherlands, and other Western countries, which has researched the relevant themes. The literature review section is divided into subsections to the research questions of this study.

The first section explores factors that influence workplace relationships. There is a subsection about relationships at work of young professionals with their supervisors, named as “Ageism,” with further thematic explanations of the subsection. The second subsection part, “Gender Expectations,” describes workplace relationships for female workers. Following that, “Relationships at Workplace for Mentored Junior Faculty,” explores benefits and barriers in workplace relationships for mentoring young faculty. Similarly, “Relationships at Workplace for Mentored Female Faculty” section, describes benefits and barriers in relationships at work for female professionals and young females. In the concluding section, all literature is synthesized, gaps are revealed and the conceptual framework for this study is presented.

## **2.2 Factors that Affect Relationships at Workplace**

In order to understand how their supervisors treat young female faculty at a workplace, it is crucial to understand what aspects impact relationships in the workplace. This section of the literature gives an outline of factors that influence professional relationships.

### **2.2.1 Ageism**

To start with, no universal definition is present on how professionals are treated at workplaces by their supervisors. It worth to notice that younger workers report receiving unfair treatment due to their age because they are perceived as inexperienced and unreliable, given less work or employment opportunities which further results in their pay (Acker, 2006; Anderson 2013; Bowen, 2012). When age interferes with relationships between individuals, it is named as “ageism” – attitude concerning one’s age (Macdonald & Levy, 2016). Finkelstein and Farrel (2007) define three components of age bias, where stereotyping is cognitive; prejudice is an affective, and discrimination is a behavioral component. There is not much research that explores different components of age bias towards younger professionals; therefore, any component of age bias will be discussed in attitudes and behavior towards young workers from their supervisors.

Much research is devoted to ageism towards older workers, whereas some of them have a control group of younger ones and reveal essential themes for this study (Bal, Reiss, Rudolph & Baltes, 2011; Van Dallen, Henkens & Schippers, 2010; Von Hippel, Kalokerinos & Haanterä, 2018). Older workers are perceived to be good at soft skills, which are reliability, communication, accuracy, and commitment, whereas younger workers are expected to be profound at hard skills, such as being advanced in technology, exposing flexibility and willingness to learn. Research shows that hard skills are valued

more than soft ones in terms of work productivity (Van Dallen, Henkens & Schippers, 2010). Even if younger workers are more productive than older ones, employers view younger workers as unreliable and inexperienced and hence give less decision-making at workplace due to their young age (Anderson, 2013; Bal, Reiss, Rudolph & Baltes, 2011, Boyd, Cintrón, & Alexander-Snow, 2010; Van Dallen, Henkens, Schippers, 2010).

### **2.2.1.1 Prototype Matching**

It has been found that attitudes and behavior towards young professionals from supervisors are dependent on a job type. The concept of prototype matching is implied to a worker, where a professional has to expose particular attributes for a type of job (Perry & Finkelstein, 1999).

Supervisors associate traits such as willingness to learn, flexibility and advanced technological skills to young workers and hence they are desirable for “young-type” jobs, where traits of being energetic and adaptable to change are a core of working process (Bal, Reiss, Rudolph & Baltes, 2011; Von Hippel, Kalokerinos & Haanterä, 2018; Van Dallen, Henkens & Schippers, 2010). However, jobs in academia or higher management are described as “old-type” jobs and require steadiness, experience, and knowledge, which come with time. Young professionals entering “old-type jobs” receive age bias in attitudes and behaviors towards them from employers because they do not match the prototype of an expected worker (Kunze, Boehm, Bruch, 2011). The concept of prototype matching explains why young professionals perceive that they are treated as not trustworthy by their supervisors (Anderson, 2013; Loretto, Duncan & White, 2000). Unflattering treatment towards young age workers results in recruitment decisions and payment, which is discussed further in details.

### **2.2.1.2 Recruitment decisions and payment model**

Along with the interpretation of “prototype matching,” ageism towards younger professionals results in recruitment decisions and payment from their supervisors. Younger workers perceive that their age is held against them because attitudinal prejudice towards younger professionals results in recruitment decisions for job positions (Armour, 2003). Younger professionals face ‘job deployment’ – recruited at positions which require fewer responsibilities and decision-making, because they are young (Loretto, Duncan, White, 2000). Younger professionals perceive that they cannot advance in workplaces since older workers hold senior positions because of delayed retirement ages (Armour, 2003).

However, workplace environments undergo shifts in the quality of productivity in the labor force. It is now required for workers to perform non-routine tasks, while grunt work can be delegated to information and communication technology (Autor, Katz, & Krueger, 1998). Even if younger workers are more productive than older ones in workplaces where information and communication technologies are implemented, they are still paid less what could be expected for their positions in labor force (Autor, Katz, & Krueger, 1998; Cataldi, Kampelmann, Rycx, 2011). This finding is consistent with Lazear’s (1979) payment model, which explains that it is preferable to pay younger workers less despite their productivity because further incentives will boost their loyalty and attachment to an organization.

### **2.2.2 Gender Expectations**

Along with the age of an employee, gender expectations also affect professional relationships with supervisors. Due to nature of biological processes, women can have a baby and hence assumed to be responsible for all household issues, while men focus on work and monetary support of a family (Holt and Lewis, 2011). Even if there is a general



shift in the workforce, where women now work full time, organizations are still based on a male working model, with no flexible working hours and productivity measured by the presence at workplaces (Scott, Dex, Joshi, Purcell & Elias 2008; Wirth, 2004).

Regarding employers' attitude towards women at workplaces, it is also shaped by societal expectations which are based on traditional gender roles (Lester, 2008). Employers expect particular traits from females, such as having "lack of self-confidence," being prone to "shy away from competition," put "family priorities" over work (Nielson, 2017, p.144). Females are asked to do detailed working rather than strategizing big picture (Kuzhabekova, Janenova & Ainur Almukhambetova, 2018). Women are evaluated as a threat to an organization because women may prioritize family issues to professional ones (Sader, Odendaal & Searle, 2005). As a result, females who want to build a successful career either prefer to be childless, delegate domestic issues to paid services or choose professions which allow them to combine family and work (Hakim, 2000). Women are compelled to adopt organizational culture based is on masculinity, and expose behaviors associated with men, such as "competition driven" and "egoistic," in order to advance in their careers (Sader, Odendaal & Searle, 2005, Teasdale, 2013, Nielson, 2017). Gendered expectations towards females in workplace relationships with employers result in "chilly climate" and barriers to career advancement opportunities.

#### **2.2.2.1 "Chilly climate."**

Experiences of females in higher education is often described by "chilly climate," an atmosphere where women feel lessened and marginalized in male-dominated workplaces (Marschke, Laursen, Nielsen & Rankin, 2007; Treviño, Balkin & Gomez-Mejia, 2017; Willmott, 2013). To understand why academia for females is described by

“chilly climate,” it is vital to explore how workplace relationships with supervisors occur for females.

Workplace relationships are easily formed when people share similar characteristics, which are called “homophile ties” (McPherson, Smith-Lovin & Cook, 2001). Homophily in relationships is based on identical aspects that create strong emotional bonds between two individuals, which result in trust and personal attraction. Previous research demonstrates that leader-follower workplace relationships expose the lower level of attraction between individuals when there is more dissimilarity in demographic characteristics such as age, gender or race (Tsui & O’ Reily, 1989; Shaffer & Riordan, 2013).

Not many females are at superior positions in male-dominated workplaces, and those who are at the top rarely similar to those at a junior level (Tharenou, 1999; Treviño, Balkin & Gomez-Mejia, 2017). Females who advanced to senior positions adopt masculine behavior and rarely support younger females because consider them a threat to their position. As a result, females themselves to support same-gender professionals (Mooney, 2005).

Looking at homophily ties in workplace relationships it is clear that young females struggle to form long-lasting and trusting relationships with supervisors who can support them in a male-dominated workplace due to dissimilarities either in gender or in worldviews.

#### **2.2.2.2 Career advancement for females**

As Seibert, Kraimer, & Liden (2001) claims, female career advancement is dependent on expected behavior in workplace relationships with supervisors. Superiors perceive females to have a lack of self-confidence, competitiveness, and management

skills; whereas expecting them to prioritize family issues and collectivistic approach. On the contrary, men are associated with traits such as competition-driven, egoistic, and high-speed production, which are desirable characteristics for career advancement (Nielson, 2017). Superiors expect women to perform subordinate roles, but then women are perceived as less competent than men and not likely to progress in their academic careers (Lester, 2008, Park & Gordon, 1996; Sarsons, 2015). As a result, females struggle between expected gender roles in workplace relationships and masculine behavior, which is desirable for career advancement. Women create a sophisticated combination of behaviors to fulfill expectations of women and a professional at the same time (Park & Gordon, 1996; Sarsons, 2015; Trevino, Balkin & Gomez-Mejia, 2017; Waaijer, Sonneveld, Buitendijk, van Bochove, & van der Weijden, 2016). Otherwise, they will be in a category of isolated ones for not meeting societal expectations on workplace behavior, or not advanced because they are performing feminine roles named in the literature as “mom roles and smile work” at workplaces (Lester, 2008, p.278).

Additionally, if a woman is a young professional, she could be viewed as incompetent and inexperienced in the view of senior employers (Boyd et al., 2010). The combination of age and gender bias for young females will be discussed further in details.

### **2.2.2.3 “Double jeopardy.”**

Research has documented that being young or old and a female at the same time is a “catastrophic” mixture because it creates “double jeopardy”, an unfair treatment which results as a combination of two characteristics in workplace relationships with supervisors (Boyd. et al., 2010; Duncan, Loretto & White, 2000; Lester, 2008). Females meet evaluation criteria that men or females without children are more productive and hence have opportunities for career advancement (Armenti, 2004; Kurland, 2001). It explains why young females choose to establish their careers rather than a family at younger ages.

Based on their choices on a career or a family, young females receive different treatment from employers (Kurland, 2001).

Some young females perceive ambitions and competitiveness as male attributes for careers and hence committed to domestic responsibilities and choose to establish their families first (Athanasiadou, 1997). However, if a young woman delays her career due to family issues and then decides to enter the workforce, she will face difficulties obtaining a job and advancing further because will be considered “too old” by her employers (Kurland, 2001; Nielson, 2017).

If a female chooses to establish a career first, rather than a family, she is still treated differently by employers. Mainly, young females report refusal in promotion due to young age or unfavorable treatment because of youthful appearance (Duncan & Loretto, 2004).

Some young females prefer to pursue both careers and family responsibilities at the same time. However, child-rearing and productivity at work that will lead to career advancement both require constant engagement and time. Young females who juggle between a role of a mother, a wife and a professional at the same time experience burnout in their work-life balance, but mentorship helps them to overcome those challenges (Lafreniere & Longman, 2008).

After an analysis of existing literature, it follows that age and gender bias is reinforcing for females, and they are never the right age at workplaces. However, if young females are mentored at the workplace, it influences how their supervisors treat them and this treatment consequently has an effect on their career advancement (Helms, Arfken, & Bellar, 2016; Williams, 2009). Mentorship deserves more attention to be paid to it since young or female employees who were mentored revealed a different pattern of relationships at the workplace (Bynum, 2015; Schrod, Cawyer & Sanders, 2003).

Therefore, the next sections will discuss the notion of mentorship for young and female faculty.

### **2.3. Relationships at the Workplace for Mentored Young Faculty Members**

The process of becoming a junior faculty is not easy. It requires not only to shift in job positions but also a change in one's identity. A former student now is a person who teaches other learners. If before senior faculty were professors, now they are peers. In addition to new responsibilities, a young faculty member meets various demands from a university where multitasking skills are highly valued (Lichtenberg, 2011).

Research on mentoring young faculty reveals that mentorship creates a sense of collegiality, friendship, and belonging to a department (Schrodt, Cawyer & Sanders, 2003). Mentorship guides mentees to understand unwritten rules on exploring networks within institutions to achieve career advancement, protecting young faculty from uncertainty and ambiguity in their expectations (Eddy & Gaston-Gayles, 2008; Leslie, Lingard & White, 2005). Mentoring relationships also help to balance a personal and professional life, since young faculty members learn these aspects from more experienced professionals (Miller & Noland, 2003).

#### **2.3.1. Barriers to mentoring relationships for young faculty members**

Young faculties meet barriers forming mentoring relationships at the workplace with supervisors. Mentees perceive that their vision and personality traits should be their mentor, and this does not always happen to be with supervisors (Leslie, Lingard & Whyte, 2005). It is consistent with the theme of "homophily ties," which was discussed before when workplace relationships are easily formed when people share similar characteristics (McPherson, Smith-Lovin & Cook, 2001). If there are no shared demographic characteristics between individuals, ties are not likely to form. For instance, if a supervisor is also a senior professional, a difference in generational values may conflict mentoring

relationships (Baily, 2009; Houck, 2011). Senior faculty may accept their behavior towards youth as caring and guiding, while younger faculty members perceive it as abusive mentoring relationships (Palmer, 2014).

Young faculty perceives positional status as a barrier to form mentoring relationships with their supervisors because a supervisor might want to pursue broader objectives of a department which may differ from mentees' goals (Leslie, Lingard & Whyte, 2005). This finding is consistent with Collins-Camargo and Kelly (2007), who state emotional commitment cannot happen when between a formal supervisor and an employee, because of administrative responsibilities. Supervisors usually have the administrative power to educate or change employees' job position in order to fulfill organizations goals. Informal mentor, on the other hand, focuses on mentees' interests. Therefore, an administrative responsibility does not allow for a supervisor to share an emotional commitment with a subordinate (Collins-Camargo & Kelly, 2007).

#### **2.4. Relationships at the Workplace for Mentored Female Faculty Members**

As Lafreniere and Longman (2008) claim, mentorship helps to manage stress in work and family balance by gaining "bigger workplace picture" and experience for female faculty. Similarly, as for young professionals, mentorship helps women to understand unwritten rules in academia that protects them from "chilly climate," an atmosphere where women feel lessened and marginalized in workplaces where males lead. Those unwritten rules include knowledge on previous debates in a department, attitudes towards working mothers and pregnant women (Wilmott, 2009). Also, when females have a mentor, they have access to mentors' networking connections, which increases the likelihood of career advancement for them (Bynum, 2015).

### **2.4.1 Barriers to mentoring relationships for female faculty members**

However, finding an informal mentor is a challenging process for female academicians (Helms, Arfken & Bellar, 2016). Females state they are often missed out from informal social gatherings due to family issues and hence less likely to obtain informal mentoring relationships (Rosser, 2007).

Researchers found that young female faculty or faculty members in color fell in the category of “self-selected,” which means they are not chosen by mentors to be guided at workplaces. “Self-selected” faculty reported experiencing more stress at workplace relationships, issues of balancing work and life and therefore to missing out on workshops at the workplace, which could help them to find mentors. Young female faculty members believe that if they learned strategies to balance their personal and professional lives from an experienced mentor, it would help them to be more efficient while pursuing career advancement (Eddy & Gaston-Gayles, 2008).

## **2.5 Summary**

This chapter provided the analysis of literature related to relationships at the workplace with employers for young female faculty, where significant exploration variables were age, gender, and mentorship. Since there appears to be no literature that combines all these variables concerning young female faculty, existing research was grouped under the following themes:

- factors that affect relationships at the workplace
- relationships at the workplace for mentored junior faculty
- relationships at the workplace for mentored female faculty

Generally, research agrees that age and gender have an impact on workplace relationships with supervisors. Age and gender create particular bias for young female

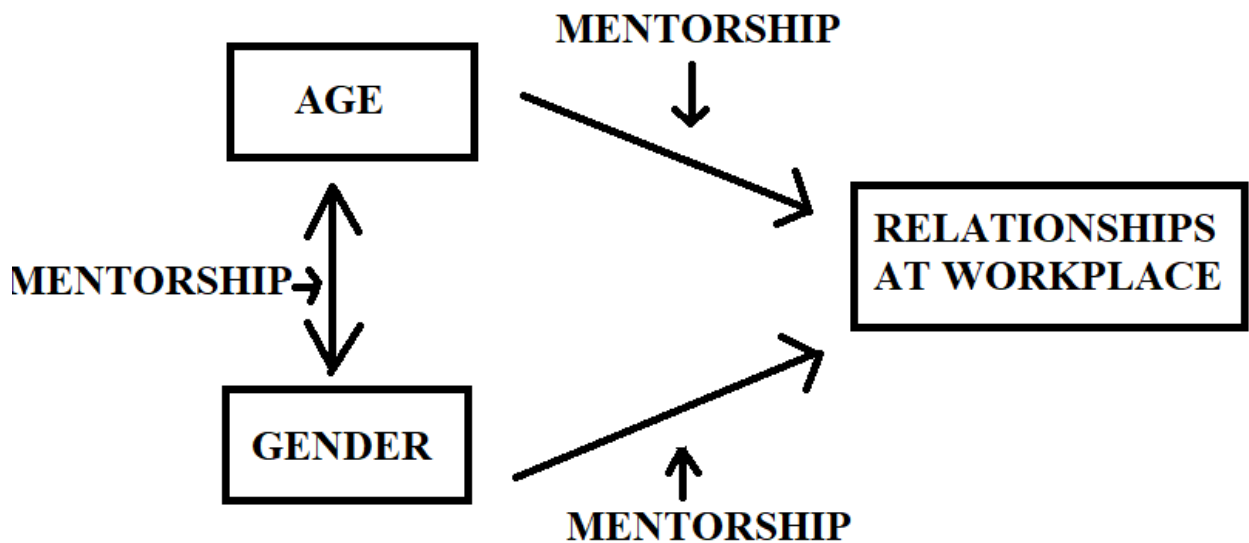
professionals. While older workers are perceived to be good at communication and trustworthy, young professionals are more energetic and flexible, yet unreliable. Females at the workplace are expected to expose feminine traits such as prioritizing family over work and being more collectivistic and less competitive in comparison to men. However, due to an organizational culture that favors men, females face barriers advancing in their careers. Matching research on age and gender shows two biases are reinforcing for young female professionals, where one is unreliable due to age and not competent as a professional due to expected gender traits. However, young faculty or female faculty members who are mentored at workplaces share different perception on relationships at the workplace.

Mentorship in workplace relationships for young and female professionals seems to confirm the following patterns. Mentees understand unwritten rules of a workplace, have access to mentor's network, which useful for career advancement, and are prevented from isolation within an academic society. Existing research states that formal supervisor can become an informal mentor, but emotional commitment will not happen in workplace relationships between a mentor and a mentee.

## **2.6 The Conceptual Framework**

Based on the analysis of existing literature, there is a lack of understanding about relationships at the workplace of young female faculty members and their supervisors. A small number of studies explored the topic of the supervisor as an informal mentor. While the topics of workplace relationships and mentorship for young and female professionals are sufficiently covered in the literature, the topic of young female faculty members is largely ignored. Many studies were conducted in the West and little is known about the experiences of young female faculty members in Kazakhstan. Following conceptual framework is developed to guide this study.





*Figure 1.* Conceptual framework for relationships at the workplace with supervisors for young female faculty

In the above-mentioned conceptual framework, age, gender, and mentorship impact young female faculty members' workplace relationships with supervisors. It was revealed that there exists a link between age and gender, which affects how superiors treat young females. It is named "double jeopardy" where age and gender bias are reinforcing for young females (Duncan & Loretta, 2004). However, if mentorship is present in professional relationships of young or female workers and their supervisors, relationships at workplace change. Mentored young workers experience a sense of collegiality, explanation of unwritten rules at a workplace and learn to balance personal and professional lives (Baily, 2009; Houck, 2011; Palmer, 2014). Mentored females gain a bigger workplace picture, have access to mentors networks and community that favors a male model of as a worker (Nielsen, 2017; Pringle, Harris, Ravenswood, Giddings, Ryan & Jaeger, 2017; Wilmott, 2013). According to analysis of existing literature, supervisors

treat young female faculty members differently due to their age and gender; but mentorship can influence positively on unfair treatment.

Since the motivation for this study emerged from personal experience, this study adopted social constructivism to the understanding perception of young female faculty on workplace relationships with supervisors. The researcher has developed a subjective meaning of her own experience, and social constructivism allows exploring multiple realities. Social constructivism is a basic set of beliefs where individuals explore issues that they face in their life and work, seeking for multiple explanations rather than narrowing meanings (Creswell, 2014). Bloomberg and Volpe (2012, p.29) state that the central assumption of this paradigm is: "... it is a researcher's role to understand the multiple realities from the perspectives of participants". Methodology which is consistent with the research paradigm discussed in the next chapter. The chapter introduces the research design, research site and sample, instrument, data collection tools, and analysis of this study.

## **Chapter 3: Methodology**

### **3.1 Introduction**

The previous chapter covered the literature that is relevant to this study. In this chapter, the methodology for the research will be justified. First, the research design will be explained. After that method of data collection, sampling techniques and the sample itself will be described. Further, the instruments and procedures for data collection and data analysis methods will be examined in depth. Lastly, the ethics of the study will be discussed.

### **3.2 Research Design**

By this research paradigm, the qualitative interview research design is implemented in this study. Qualitative interview design provides in-depth ways to study human problems by allowing participants to share their stories (Creswell, 2014). From different interviewing techniques, semi-structured in-depth interviews were applied to this study. Semi-structured interviews allow asking participants open-ended questions and giving autonomy for participants to share the information, which in turn cultivates new themes (Given, 2012). In-depth interviews help to explore common patterns in participants' answers. Since the purpose of this study was to explore the perception of workplace relationships with supervisors and young female faculty members, semi-structured in-depth interviews allowed obtaining information from personal narratives, where "respondents must be allowed to answer in their own words and at length in order for researchers to understand the interviewee's meanings, perceptions, beliefs, attitudes, and descriptions of their own behavior" (Given, 2012).

### 3.3 Data Collection Methods

This section explains the methods of data collection about the research questions of this study. A qualitative interview was applied as a single data collection method because in-depth interviews help to understand the perception of career advancement from young female faculty's perspective. I prepared to interview around 12 people because according to Guest, Bunce & Johnson (2006), a saturation which is sufficient to achieve the main goal of the qualitative study occurs around that number. Also, I intended to conduct face-to-face interviews with participants because it is the best way to gather detailed data, where verbal and non-verbal cues can be understood (Hawthorne, 2003).

### 3.4 Sample

This section will discuss participants of the study and sampling strategy. Age was the central criteria to choose young female faculty members. A junior lecturer is at least of age 24-25, because a typical Kazakhstani citizen graduates high school at the age of 18, earns a BSc by the age of 22-23, and MSc at 24-25. Therefore, 25 is the minimum age at which MSc degree can be achieved and after three years of teaching at a university one can be advanced to a senior lecturer and become a faculty member. The average age for Astana's female citizen is 30, therefore to be named "young" one need to be aged about 30 ("Srednii Vozrast Kazakhstanev Sostavlyayet 31,6 Goda", 2015). Also, Gadpaille, Horvat, and Kennedy (2018) state that majority of Kazakhstani faculty members are women under the age of thirty. For those reasons, the upper bound for participants' age was chosen to be 30.

Since the purpose of this study is to investigate into perception of young female faculty members' relationships at a workplace, purposeful sampling strategy was appropriate because "the logic of purposeful sampling lies in selecting information-rich

cases, with the objective of yielding insight and understanding of the phenomenon under investigation” (Bloomberg & Volpe, 2016 p.148). The criteria for selection of participants were as follows:

- All participants were females.
- All participants were employed as faculty members.
- All participants were under the age of thirty.

Two participants who possess specific characteristics were selected, and then the snowball sampling method allowed identifying those who have similar characteristics to them. Snowball sampling was implemented as “... a researcher asks participants to recommend other individuals to be sampled” (Creswell, 2014, p.231). Overall, two participants were selected for the study, and eight were recruited further by snowball sampling. The saturation for this study was achieved at ten participants, earlier than expected (Guest, Bunce & Johnson, 2006).

The research sample included ten participants from five different universities from Nur-Sultan. Although participants were all female faculty members under the age of thirty, there were differences in their disciplines, supervisor’s age, and gender.

### **3.5 Data Collection Instruments**

The interview protocol was an instrument for data collection (see Appendix A). Semi-structured interviewing allowed to change the order of questions or rephrase for participants in order to gather more information valuable for the study. The interview protocol consisted of two parts. The first part included questions regarding relationships at the workplace with department chairs, such as “What do you think about the attitude of the head of your department towards you?” The second part tried to reveal if there is an

informal mentorship between the young female faculty member and a department chair. For example, “Can you name your department chair as your informal mentor?” These questions were designed from categories that emerged from the literature review and the conceptual framework.

Before conducting the actual interview, I pilot tested the instrument on a former female faculty member. Piloting interview helped to find a logical sequence of order of the questions and detect the approximate time of the interview.

### **3.6 Data Collection Procedures**

The procedure of data collection started from obtaining permission for research from NUGSE Research Committee. In the beginning, it was planned to send an official letter to Astana universities’ rectors to draw participants for the study. In that case, participants’ supervisors would need to provide their permission to access participants, and it would not guarantee anonymity and confidentiality for interviewees. Therefore, when the study obtained approval for research, an advertisement for potential participants’ was sent via What’s App (see Appendix E). After two participants were found via social networks, I asked them if they know somebody who can contribute to the study. Overall, eight participants were recruited by snowball sampling method.

It was planned to conduct face-to-face interviews with participants since it is considered as the best way to gather detailed data because it allows interpreting verbal and non-verbal cues (Hawthorne, 2003). However, most of the respondents insisted on telephone interviews due to their busy schedules. According to Creswell (2014), a telephone interview is the best way to contact participants when they are not available face-to-face. Telephone-based communication made it easier for participants to share their perception because there was no strong trust between an interviewee and interviewer. The

drawback is that I could not see their facial expression; however, I could interpret perceptions from a participant's tone and tenor of the ongoing interview.

I also developed an interview protocol that helped in the process of data collection. Interview protocol consisted of two parts, where perceptions of young female faculty members on relationships at the workplace, the difference due to age and gender, informal mentorship was discussed (see Appendix A). Before conducting an interview, I explained the purpose of the study again and asked participants to sign a consent form without writing their names if they agreed (see Appendix B). After informed consent forms were signed, I asked for permission to record the interview.

Eight interviews were conducted by telephone, while two of the respondents agreed to meet in person. Eight interviews were conducted in Russian, two in Kazakh. Nine interviews were recorded with participants' permission on the cellphone using a particular application which allowed to record telephone and regular dialogues. Recordings were transferred under pseudonyms on the laptop and protected with a password. One participant did not want to be recorded, and therefore, notes using pseudonyms were taken during the interview process.

### **3.7 Data Analysis**

This section will be devoted to data analysis process a systematic procedure that was used in this study will be described. Then it will be explained how categories and descriptors were developed for data analysis.

After collecting the data, I applied a systematic procedure for data analysis as described in Bloomberg and Volpe was employed (2012, p.138). When interviews were finished and recorded, they were transferred to the laptop and process of transcribing began. When all of the ten interviews were transcribed, I printed them and used a constant

comparative method to see emerging categories and difference or similarities of interviews (Creswell, 2014, p.86). I noted essential aspects related to the research questions and the conceptual framework.

The next step in data analysis was developing categories out of those ideas (Bloomberg and Volpe, 2012, p. 139). I regularly read all transcripts carefully (see Appendix C) and created categories out of general ideas, where critical ideas for each category were highlighted with markers of a different color. Additional information that did not align with any category was put as an additional category named “additional data.” Then I developed descriptors under each category. The conceptual framework was a centerpiece at this process. The last step was coding, where I questioned the data identifying relevance to the research questions and the conceptual framework, which remained flexible throughout the process. Coding process helped to build a story from data.

### **3.8 Ethical Issues**

This part will explain why it is an ethical study and what were potential risks and benefits for participants. NUGSE Research Committee provided permission for the research and ethics were followed, starting from the recruitment process. The advertisement text sent via social media included criteria of selection and an explanation of the voluntary research, risks, and benefits. When I identified participants for the research and received an agreement to participate in an interview, I gave them an informed content or sent it to their emails if it was a telephone interview before the process started. They were explained that it is voluntary research with no rewards. They could withdraw or skip questions any time without any consequences; their identities and information will be strictly confidential because they were not required to write their names on the consent



form, and if they had any questions regarding the research or the interviewing process they could contact my supervisor.

The interviewees were aware of the risks and benefits of the study. The main benefit for young female faculty members was to express their perception on age, gender, and mentorship that influences workplace relationships. By sharing their opinion, they could contribute to the study of developing themes about relationships at the workplace with supervisors. Another benefit was that through sharing their perception, they reflected on themselves, exploring workplace relationships and mentorship. That reflection could be helpful to them to identify their career plans or relationships issues.

There existed a risk that participants' colleagues or superiors could hear the interviewing process. Interviewees' opinions on how they are treated at the workplace by their superiors could be revealed to their colleagues or employers. It may cause tensions in the workplace, creating an unpleasant working atmosphere. As a result, non-participants had a risk to drop out of their employment place because they may hear something that should have been confidential.

Another risk was that other participant could see the researcher with the person and could guess that she was also a participant. For abovementioned reasons, by choice of participants face-to-face interviews were conducted during lunchtime in the cafeteria at workplaces of respondents, when everyone was busy eating, and nobody was eavesdropping. Telephone interviews were conducted at the time convenient to participants, and I ensured that nobody was around me during the interview. Unique descriptions which could allow identifying participants in the researched were rephrased, so it is impossible to indicate a respondent.

### **3.9 Limitations and Delimitations**

This study has some limitations. The first limitation is the researcher's bias (Creswell, 2014). To avoid personal bias, I followed the interview protocol, and interpretation of findings was peer-reviewed by Writing Center of School of Social Sciences and Humanities of Nazarbayev University. Another limitation is the "participants' reactivity" when interviewees offer responses as they perceived the researcher was seeking (Maxwell, 2005). Interview questions were presented in a judgment-free manner. Next limitation is that participants' may tell "filtered stories" due to lack of trust (Creswell, 2014). To gain participants' trust, I reminded about ethical research and consent form that they signed, and that in any case, they may address issues to my supervisor. The sample was restricted to Kazakh nationality, which was not intended. Young female faculty of different ethnicity may have a different experience in workplace relationships with supervisors. Also, the marital statuses and the number of children was not a determining factor in the analysis of findings. Females who are married or either have children may be treated differently at workplaces.

## **Chapter 4: Findings**

### **4.1. Introduction**

The participants were interviewed regarding their relationships at the workplace with supervisors. Workplace relationships were discussed from the perspective of young female faculty's age, gender, and mentoring relationships with department chairs. All ten interviews were transcribed in Microsoft Word, analyzed manually, and categorized for each of the research questions.

This chapter presents findings that resulted in this study. Following research questions were addressed:

1. How young female faculty are treated by their supervisors at the workplace?
2. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

In this chapter, I will first introduce the participants. After that, findings will be presented for each of the research questions, as expected and unexpected findings.

### **4.2 Participants**

Overall, ten young female faculties were interviewed in this study. All of the ten interview participants currently work in higher education institutions as faculty members. The age range of the participants differed from 25 to 29. Due to the refusal of participants from social sciences to participate in the study, the research committee allowed recruiting interviewees from different backgrounds. The final sample consisted of faculty members from arts, music, social sciences, and technical specialties.

In the table below, the general information about participants is presented. Each of the participants was assigned codes in order to keep their identities confidential.

Table 1

*Demographic information of participants*

<b>Participant code</b>	<b>Age of Faculty</b>	<b>Gender of Faculty</b>	<b>Discipline</b>	<b>Location of University of Employment</b>
<b>P1</b>	27	Female	Geography	Nur-Sultan
<b>P2</b>	26	Female	Design	Nur-Sultan
<b>P3</b>	26	Female	Architecture	Nur-Sultan
<b>P4</b>	25	Female	Design	Nur-Sultan
<b>P5</b>	28	Female	Social Sciences	Nur-Sultan
<b>P6</b>	26	Female	Social Sciences	Nur-Sultan
<b>P7</b>	28	Female	Social Sciences	Nur-Sultan
<b>P8</b>	29	Female	Engineering	Nur-Sultan
<b>P9</b>	25	Female	Music	Nur-Sultan
<b>P10</b>	28	Female	Computer Sciences	Nur-Sultan

Table1

#### **4.3 Results pertaining to Research question 1: How do their supervisors treat young female faculties at the workplace?**

Consistent with the literature, the interview questions tried to reveal how young female faculties are treated at the workplace by department chairs. All participants were quick to mention that workplace relationships are dependent on their age and gender, which is consistent with literature review and conceptual framework. They also noted that different treatment due to age and gender at the workplace is considered as a norm at the

workplace. Some participants mentioned that department chairs have positional power on their career advancement; while others believed that career advancements rather a personal achievement.

Some findings from this study are expected to the literature and the conceptual framework, whereas others are not expected. Therefore, findings of research question one are separated as expected and unexpected outcomes for the research. Consequently, after data analyses, the following themes were identified:

Expected findings:

- ageism towards young faculty members
- gender norms for young female faculty members

Unexpected findings:

- a preferred worker

Following subsections discuss themes that emerged from data analysis in details.

### **4.3.1 Expected Findings**

#### **4.3.1.1 Ageism towards young faculty members**

The literature provided the notion of ageism, attitude regarding one's age (Macdonald & Levy, 2016). Young female faculty members perceive age to be distinguishing feature when department chairs decide on service responsibilities that are distributed among faculties during the academic year. As part of their services, young faculties are often asked to perform tasks that involve using computers, which can be the maintenance of a website of digitalization of paperwork. One of the participants shared her perception as:

Last year we had to carry out certification and enter it to the electronic government system. It was very labor-intensive time stuck behind the computer, and he [the department chair] requested me to do it because I am the youngest faculty member.

(P5)

Any young faculty, despite the gender, asked to perform particular tasks that are associated with young professionals. Those tasks include translation, paperwork, or organization of institutional events, moving furniture in a department when needed. Young male faculty members are asked to do tasks that require physical strength:

Recently a junior male faculty left us because he said he was like a mover, not a faculty member in the department. (P2)

On the contrary, young female faculty members are given responsibility to do detailed paperwork which is not their job responsibility, but delegated from other senior faculty members:

Senior faculty often gives additional tasks to us saying that we are girls and we do paperwork neatly. She also says that young men in our department cannot do it like us, like girls. (P6)

#### **4.3.1.2 Gender norms for young female faculty members**

The common theme that arose from participants' answers is that as young females, they expose particular traits to maintain positive workplace relationships with colleagues. Young females think that senior faculty of any gender, including department chairs, expects obedience from them as a sign of respect. That is the reason young female faculties are humble during meetings.

I used to be the only junior female in our department, and of course, it feels different. To comply with norms, I always need to be careful when speaking with seniors, especially during meetings. (P9)

Young female faculty members are expected to be obedient towards seniors and detailed in their works. If they have a disagreement with the department chair or other senior faculty regarding differences in values or gender norms in workplace relationships, it will appear to be as disrespect for the seniority of all older faculty members:

If we do not do what we were asked by senior faculty, other faculty or department chair can tell us, “hey, youth, why you do not respect adults?” So, I do whatever I am asked to do because I do not want to ruin relationships with all of them. (P4)

Young female faculty members perceive that their supervisors expect them in to drop out of their careers because of maternal leave and will not be able to be productive as their male counterparts. They perceive that supervisors expect their absence from academic work due to family issues; therefore, male colleagues are valued as high-speed production and competition-driven workers and hence preferred for decision-making positions.

I think there is a human factor in the fact that a young woman leaves at any time for maternal leave. I suspect that it is preferable to advance men in careers because women are more likely to leave their workplace due to family issues. (P3)

Young female faculty members do not report on the existence of “chilly climate” or isolation due to their age or gender, because they meet the proposed gender norms. They are obedient to senior faculties and department chairs or conform unwritten rules in workplace relationships in order to avoid arguments. However, an interesting story from one of the participants demonstrates that whenever females do not align with expected

gender norms, they encounter disapproval from colleagues. It shows the existence of gender norms in workplace relationships.

I did not have a conflict at the workplace with senior faculty, but my colleague had. Our senior male colleagues blamed her by the fact that she is a young woman who competes with men. In the end, this story has reached the department chair, but everyone just apologized to each other and that all. Like it is a norm. (P9)

### **4.3.2 Unexpected Findings**

#### **4.3.2.1 A preferred worker**

The unexpected theme that emerged is a model of a preferred worker. Young female faculties perceive that male faculty, despite their age, are valued more in their departments. While some participants explain it by overall lack of male faculty in their departments, others believe it is due to their gender, since traditionally men are earners by their nature and hence given more of decision-making opportunities.

He [department chair] does not give them [young male faculty] clerical works such as printing or copying; he cooperates more with them; for example, they write articles together. (P1)

Academia is perceived as a male-dominated sphere in Western literature, but it was revealed not to be particularly accurate to Kazakhstani context. While female faculty members outnumber men in Kazakhstani academia, they are still underrepresented in decision-making positions (Gadpaille, Horvat & Kennedy, 2018, p.127; MONE, 2016).

One of my participants shares her opinion as:

Men in our department are not loaded with additional tasks. There are not many of them, and hence, they are valued more. (P8)



Even if the gender of a superior was not a subject of evaluation in this study, participants shared their opinions on that. Most interviewees preferred to have a female supervisor, but they had male department chairs. Some participants perceived female superiors to be as caring and understanding:

I think a female department chair would be more comfortable to work with because she would understand women issues. (P4)

Others said that women leaders are very harsh towards young females but yet productive:

I am glad my department chair is a man. I worked previously with female supervisors. It was harsh because women supervisors are very work-oriented (P5).

#### **4.4 Results pertaining to Research question 2: How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?**

Most participants were quick to ask what mentorship is. After the explanation, it was revealed that mentorship, either formal or informal, is not a common practice in local academia. Most of the participants noted that their department chairs are not informal mentors, and they do not have informal mentors at the workplace at all. Some participants who had a department chair as mentors noted that their supervisors are different from a local context. They also shared positive aspects of workplace relationships through mentoring by the supervisor. The themes that arose from interview participants are divided into sub-categories about literature by expected and unexpected results.

Expected findings:

- collegiality and friendship

- positional status

Unexpected findings:

- personal bias in career advancement

Following subsections discuss themes that emerged from data analysis in details.

#### **4.4.1 Expected Findings**

##### **4.4.1.1 Collegiality and friendship**

It was expected from the literature that mentorship would result in workplace relationships as a sense of friendship and collegiality. Four participants, who reported their department chairs as informal mentors said that they often joke with colleagues and go to lunch together. They reported on positive workplace relationships with all faculty members, where colleagues are helpful and supporting to junior faculty. Three participants who refer to their male department chairs as mentor noted that they are very different, either because they are not local or most of their lives lived abroad. Remaining participant's mentor was a local female.

We [department chair and young female faculty member] often go to lunch together and to coffee breaks during which we discuss career opportunities in an international sphere. Our workplace relationships are very positive; I enjoy working here. (P10)

Another participant shared her experience as:

I can name a department chair not only as my mentor but also as a mediator of the atmosphere in our department. If there are any tensions among faculty, she always balances it. (P9)

As was expected from the literature, mentoring relationships between young female faculty and their department chairs occurred from “homophily ties,” or in other words similar characteristics. The similarity between first superior-subordinate dyad was that they both were newcomers to the department. The second and third dyad shared opinions on the values of young workers. The last pair consisted of a female employee and a female supervisor.

Department chair values young workers and he is probably the exception to the whole university since he lived abroad most of his life and he is modern. (P7)

The expected finding was that existence of mentoring relationships affects perception on career advancement. Those participants who named their department chairs as mentors noted that they benefit from mentoring relationships in a way that department chair helps to achieve awards that will be helpful for career advancement or shares professional development opportunities for mentees. It was expected from the literature that mentees would learn from mentors how to succeed in the professional sphere through understanding how the promotion system within a workplace works:

Usually, he [department chair] shares about professional development opportunities which can contribute to my future career advancement. (P3)

#### **4.4.1.2 Positional status**

Rest of participants did not consider their department chairs as mentors. One of the participants noted her previous supervisor for the doctoral degree as an informal mentor; others did not have an informal mentor in an academic setting at all. Most of the participants agreed that if they need professional advice, they will approach an experienced faculty member with whom they mostly interact in the workplace. Participants who do not perceive their department chairs as mentors noted that they do not collaborate with their

department chair daily because they have different responsibilities due to their job positions. They also perceive themselves as not significant due to job responsibilities whenever they interact with supervisors. Participants also perceive that due to their administrative responsibilities, they pursue different interests and do not share emotional commitment:

He motivates me to participate in different academic activities, but I think it is because he wants to look good in academic society because a faculty member from his department has some achievements. Like it is his merits. (P5)

#### **4.4.2 Unexpected Findings**

##### **4.4.2.1 Personal Bias in Career Advancement**

Some findings of this study were unexpected to literature. Young female faculty members who do not have mentoring relationships with their supervisors believe if workplace relationships with department chairs will be positive, department chairs will propose their candidature for advancement and promote it further within the network of an academic institution:

Department chair first signs the petition or what it is called for advancement, or he can put in the right word for me in front of the commission because the top management still takes the decision. (P5)

Personal bias is one of the factors that affect career advancement in workplace relationships when young female faculty members are not mentored by their supervisors:

For example, two years ago, he [department chair] did not want to advance to the senior lecturer based on the personal conflict which occurred as a generational

difference. I knew it was personal bias because I met all the academic requirements for advancement. He has his nears and dears to promote. (P8)

#### **4.5 Conclusion**

Summing up all findings, it was expected that age, gender, and mentorship affect on workplace relationships of young female faculty members and their supervisors. Young women professionals often delegated tasks from senior faculty, including department chair, and if they do not perform those tasks, seniors consider it as an offense to their age. It was also expected that those who reported having department chairs as informal mentors, shared positive working relationships at the workplace, and opportunities for career advancement through mentorship. Collegiality and friendship were expected from literature to those who perceive their department chairs as mentors. Mentoring relationships also happened due to “homophily ties,” which was discussed in previous research. A model of a preferred worker was not expected from the literature. It was also not expected that young female faculty members who do not have mentoring relationships with supervisors perceive personal bias to be a distinguishing factor for career advancement.

## **Chapter 5: Discussion**

### **5.1 Introduction**

The previous chapter presented significant findings of the study. It explored that age and gender were variables that affect how young female faculty members are treated at the workplace by their supervisors. Also, it revealed how mentorship affects workplace relationships. The chapter presents a discussion of finding which are based on the following research questions:

1. How are young female faculty members treated by their supervisors at the workplace?
2. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

The chapter consists of two parts where emerging patterns are discussed with relation to research questions and literature review. The unexpected results also will be interpreted.

### **5.2 Discussion related to research question 1:**

Because there seems to be no research that explains workplace relationships of young female faculty members and their supervisors, literature was explored on workplace relationships regarding age, gender, and combination of these variables for young and female professionals across different disciplines. Concerning research question 1, analysis of existing literature revealed that age and gender affect supervisors' treatment at the workplace towards young females. The notion of "ageism," attitude regarding one's age, was supported in this study (Macdonald & Levy, 2016). Participants share that that young faculty, despite their gender, are assigned particular tasks that in department chairs opinion

suit them. Those tasks include use of technology, paperwork, organizing events, which require a lot of energy and commitment. These findings were expected because prior research found that junior professionals are profound with technology, energetic, flexible and willing to learn and adapt to changing the environment (Bal, Reiss, Rudolph & Baltes, 2011; Van Dallen, Henkens & Schippers, 2010; Von Hippel, Kalokerinos & Haanterä, 2018;). Additionally, participants of the study reported that they are often delegated tasks from senior faculty members. Those tasks are not within their professional duties, but senior faculty members perceive it as a sign of respect since they paved the path in academia for junior professionals (Mooney, 2005). It is not an issue with the fact that superiors assign tasks, which suit junior faculty's abilities. The issue is about the consequences – if junior faculty members are assigned clerical work that is not in their job duties, they might not have enough time for early career development, such as doing research.

Another finding is that participants think that they face gender norms within a department. Young female faculty members perceive that supervisors treat them as future mothers and do not believe that they can achieve success at academic careers and child-rearing at the same time. Hence, they perceive that department chairs value their male counterparts more as professionals and prefer them for decision-making positions. These findings are consistent with Nielson's research on department heads reflections on gender roles explanation, where some of women attributes were "family priorities" and "some shy away from management" (Nielson, 2017, p.144). Literature also suggests that women face confrontations at the workplace if they do not meet societal expectations on gender roles (Lester, 2008). Since participants of the study do not confront with gendered expectations, they are not isolated from their academic community.

Contrary to the literature, females do not feel lessened by “chilly climate,” atmosphere where women feel lessened and marginalized in male-dominated workplaces (Marschke, Laursen, Nielsen & Rankin, 2007; Treviño, Balkin & Gomez-Mejia, 2017; Willmott, 2013). The explanation is unique to Kazakhstan because in local academia females outnumber males (Gadpaille, Horvat & Kennedy, 2018) and hence there are more possibilities to form “homophily ties” with same-gender professionals, which can influence on work relationships (McPherson, Smith-Lovin & Cook, 2001).

An unexpected finding that it has emerged from participants’ interview answers is a model of a preferred worker. Interviewees report that men are valued more as department chairs often collaborate with them. They also believe those male faculties are given more decision making and leading positions, and hence, men are preferred workers. The explanation was found in Acker (1990), who proposed the model of an ideal worker. The idea is that organizations focus on productive work without disruptions; it is vital to control interferences that may affect the overall process. Sexuality, procreation, and emotions are found to be characteristics that interfere with work. Since those characteristics mostly associated with women, men are preferred as ideal workers to an organization (Acker, 1990).

However, an “ideal worker” varies across occupations and time. More recent research present findings that the “ideal worker” is a minority woman, who is willing to work more, but for less pay, other argue that organizations are shifting to the gender-neutral state of workplaces (Acker, 2006; Brumley, 2014). Since Kazakhstani society is at the traditional state where women are mostly perceived as a subordinate, and men as earners, it explains why an older model of an “ideal worker” holds for the participants of the study. The explanation may also be that all participants have senior supervisors, which are from a different generation with different values.



Unexpectedly, participants had exposed viewpoints regarding the gender of a superior. Some were glad to have women superior because she would understand personal issues. Others were happy with a male department chair because they believed that a female leader would be harsh to them. While the gender of a superior was not discussed in the literature, it was expected that in general females are expected to carry “mom roles and smile work” in the department (Lester, 2008). It explains why some participants preferred to have female department chair because she was expected to be caring and understanding.

In Kazakhstani academia, females outnumber men, but women are underrepresented at leadership positions. Trevino, Balkin, and Gomez-Mejia (2017) explain that females embedded in a masculine society adapt masculine traits of behavior. Women leaders expose masculinity to blend into an academic society where decision-making positions are dominated by men, and it explains why some participants perceive female supervisors as harsh and work-oriented. A masculine female leader does not align with expected gender roles, therefore face negativity from surroundings (Lester, 2008).

### **5.3 Discussion related to research question 2:**

Findings revealed that mentorship is not a recognized practice in Kazakhstan. Moreover, after the explanation of this term, it was found that most participants do not have mentoring relationships at the workplace with supervisors. Participants who viewed their department chairs as mentors confirmed some themes that arose in the literature review. Mentees reported on a sense of collegiality and friendship, which is consistent with Schrodtt, Cawyer, and Sanders (2003). It has also been found that mentoring relationships were formed from “homophily ties” proposed by McPherson, Smith-Lovin, and Cook (2001). These ties were formed exceptionally because due to different factors, supervisors shared modern values rather than traditional ones, which helped to form mentoring

relationships with younger faculty. Other supervisor-employee dyads struggled to form mentoring relationships. The difference in values and age gap may cause barriers to form mentoring relationships because as Palmer (2014) explains senior faculty may accept their behavior towards youth as caring and guiding, while younger faculties accept it abusive.

Prior research (Collins-Camargo & Kelly, 2007; Leslie, Lingard & Whyte, 2005) has suggested that positional status and administrative responsibilities do not allow forming mentoring relationships between superiors and subordinates, because supervisors pursue larger goals of a department. Participants confirmed these findings, but interpretations added unique findings to Kazakhstani academia. Junior faculties do not interact with department chairs daily due to their positional status. Bureaucratic top-down management system put in practice work relationships as superiors have high authority, whereas junior professionals do not. Therefore, whenever interaction happens, junior faculties do not feel significant, and positional statuses do not allow interacting freely.

Faculties who perceive their department chairs as informal mentors benefit from mentoring relationships by having access to mentors networks and explanation how promotion system works within an organization, which is consistent with the literature (Bynum, 2015; Leslie, Lingard, & Whyte, 2005). Mentors share about opportunities helpful for career advancement, like ways to achieve academic awards or internships.

Literature (Eddy & Gaston-Gayles, 2008) also stated that young females might benefit from mentoring relationships by learning to achieve work-life balance, which will provide strategies for career advancement. However, participants who perceive their department chairs as mentors only discuss professional issues with them. The possible explanation is that young female faculty who perceive their department chairs as mentors do not want to be considered unproductive in the eyes of their department chairs by sharing

challenges they face in work and life balance if there are some. Department chairs may pursue broader values of a department, like an efficient work of academic unit as a whole, by establishing all workers are capable of contributing towards the progress of the department (Leslie, Lingard & Whyte, 2005, p.696).

Unexpectedly to the literature, young female faculty members who do not have mentoring relationships with their supervisors perceive that they can advance in their careers through personal bias in workplace relationships. While the explanation was not found in literature about higher education, there is research on public sector banks in Pakistan where employees report how supervisors' personal bias affects their careers. Wei, Siayl, and Bhand (2019) have found that supervisors favor whoever is more visible to them, whom they like, and those people receive more monetary rewards of career advancement. To be in the department chairs' list of nears and dears, young female faculty perceive they need to be in positive working relationships by showing respect to their seniority by obedience.

## **Chapter 6: Conclusion**

### **6.1. Introduction**

This qualitative study with interview design investigated the perception of young female faculty members on workplace relationships with supervisors. The following questions were answered:

1. How are young female faculty members treated by their supervisors at the workplace?
2. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

Ten interviews, two of which were face-to-face, and eight were telephone interviews, were analyzed by systematic data analysis followed by thematic coding and its interpretations (Bloomberg and Volpe, 2012). This study is based on interviews of young female faculty aged before thirty, from different disciplines. The study revealed exciting findings of the perception of young female professionals on their workplace relationships with supervisors. First, the research presented how young women faculty members are treated at the workplace by their department chairs. Second, it showed how this treatment differs if a department chair is an informal mentor.

The first part of this chapter concludes the study. The second part makes suggestions to institutions and implications for further research.

### **6.2. Conclusions**

From the findings of the research, it is concluded that young female faculty members are treated at the workplace regarding their age and gender. The study revealed that in Kazakhstan, young female faculties members' role is guided not only by her

professionalism but by the cultural assumption of youth and females. Youth is expected to respect seniors, while females are supposed to expose feminine traits in order to be accepted by society. Young female faculty revealed following themes about treatment at the workplace from superiors which subsequently affects their career advancement: (1) ageism towards young faculty members, (2) gender norms for young female faculty members, (3) a preferred worker.

Research findings from this study indicated that young female faculty perceives that in addition to age, they are judged based on their gender. Young females share that they are expected to be neat and do paperwork, whereas, if they show masculine traits, like competitiveness, they do not align with expectations and conflicts at the workplace occur. Young female faculty members perceive that supervisors prefer a male professional to be an ideal worker, because due to their nature females, they may leave work anytime for family issues. Also, young female faculty members exposed that they would be more comfortable to be supervised by a female department chair because she would be caring and guiding. However, some participants viewed female leaders as harsh and work-oriented.

If a department chair mentors a young female faculty members, perception of workplace relationships reveal different themes. First, it was found that mentorship is not a common practice in Kazakhstan because most of the participants asked to clarify the meaning of mentorship. A minority of participants perceived their department chairs as mentors. The emerged themes were: (1) collegiality and friendship, (2) positional status, (3) personal bias in career advancement.

Young female faculty members who perceive their supervisors as mentors noted positive working atmosphere resulting in the sense of friendship and collegiality in the

department. They also shared that mentors open up networking connections or professional opportunities that are helpful for their career advancement. Mentoring relationships occurred because of shared characteristics between a supervisor and an employee. However, those relationships were rather exceptional. Other interviewees struggled to form mentoring relationships with department chairs due to the bureaucratic top-down management system, which is a common practice in local universities. Young female faculty members believe it is essential to remain good working relationships with department chairs, accepting proposed norms, because they may be advanced in careers through personal bias.

### **6.3. Recommendations**

#### **6.3.1. Recommendations for Policymakers**

Given that young female faculty perceive age bias, I would suggest creating intergenerational programs that will help to overcome age differences. For example, it could be part of faculty service, where different generations gather together and share their experiences in academic work and career advancement. Through this interaction, older and younger generations may better understand each other and achieve positive working relationships.

Another factor that influences how young females are treated at their workplaces is their gender. Participants believe that women's career stops after she leaves for maternal leave, and men are valued more because there are not many of them. In the participants' view, these factors influence advancement in academic careers, and therefore, they hope for personal bias in order to be advanced. The advancement process should be transparent to overcome gender bias in the workplace and eliminate personal bias in the process. Instead of collecting signatures from senior positioned faculty members, a junior faculty

who wishes to be advanced may prepare a standardized portfolio, and present it to a selected committee. Also, women should be allowed to continue academic job during the maternal leave if she wishes, as a full-time faculty member with flexible working hours.

### **6.3.2. Recommendations for Future Research**

This study included a limited sample of young female faculties in Kazakhstan. I recommend using maximum variation sampling in order to include different age groups, ethnicities, and marital statuses that will allow exploring additional factors that influence workplace relationships between different generations. The sampling for this study was not diverse enough to present a variety of factors that influence workplace relationships of young female faculties.

It will also be beneficial to increase the number of participants, including other cities than Nur-Sultan, and analyze using quantitative methods, when the sample size is big enough. I would suggest not including Nazarbayev University as a part of the sample because it is a different educational institution, which is unique in its workplace relationships.

A longitudinal study may work better for an in-depth investigation. Young female faculties may be interviewed over a long period to analyze the change in their viewpoints. Over time, they may show different workplace relationships with supervisors.

Future research can study transformation in values of young female faculty for workplace relationships in Kazakhstan. This topic is not developed in the literature. However, some participants shared that they believe only their achievements will help them to advance in their careers, despite their age or gender. It means, there is a transformation in values of the society, where knowledge is valued first. This study

focused only on perceptions of young female faculty, but their supervisors' opinion should also be investigated to understand the topic.



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## **Appendix A: Interview Protocol**

**Date**

**Time**

**Participant**

### **Introduction**

Good time of the day (morning, evening). My name is Moldir. Thank you for your agreement to participate in this research. Plan of our meeting is I will explain the purpose of the research, then I will ask you to sign consent form and ask your permission to record our dialogue if you agree. Then I will ask several questions on the topic of the study and then will be happy to hear your experience as a young female faculty. If you prefer to speak the Russian or Kazakh language you are welcome. If you have any question you can ask me before, during and after interview.

The purpose of this study is to investigate on how work relationships on the basis of age, gender and mentorship of young female faculty and their senior department chairs. This study is to explore whether there any benefits or struggles from young female faculty's perspective associated with their age, gender or workplace relationships.

You will be asked to engage in 40 – 60 minutes interview, either face-to-face or telephone. The interviews will consist of 15 to 20 questions regarding research aims. The participation is anonymous and voluntary. You can withdraw any time without any consequences. It is a non-paid research. There are potential risks and benefits described in the consent form, which I ask you to read carefully and sign if you agree to participate.

You can also ask questions if you need clarifications. After you sign, I will ask you a permission to record our dialogue. I guarantee confidentiality of the information.

### **Interview Questions**

#### **Relationships at workplace with department chairs**

What are your job responsibilities?

- What are the direct responsibilities given to you from head of the department?

Tell me your attitude towards department chairs?

- Could you explain me why you like/dislike/neutral to her?
- How can you describe her as a professional?

What do you think about the attitude of the chair of your department towards you?

- Is there any words or body language that shows her attitude towards you?

Do you feel different at the workplace due to your age and gender from the chair of the department? If yes, can you explain in detail?

If no:

- Does she give you tasks that are not related to the work?
- Does she give extra work which is not directly your responsibility?
- Does she treat other members of your department in the same way?

Could you think of any bonuses/difficulties that you face at work due to your age and gender?

Do you think that relationships at workplace with department chair affect your career advancement?

-Yes or no, can you provide details?

Can you tell me about your career advancement in comparison with a male faculty that is approximately the same age and academic achievements as you?

- Can you think of any other faculty's progression, for example what factors influenced their career advancement?

### **Mentorship**

Can you name your department chair as your informal mentor?

- Why/why not?

To whom will you address with professional question or for support?

### **Notes**

**Appendix B: Informed Consent****INFORMED CONSENT FORM****Factors that Affect Relationships at Workplace with Supervisors: Perception of  
Young Female Faculty Members from Kazakhstan**

**DESCRIPTION:** You are invited to participate in a **research study** on work relationships of young female faculty members and their department chairs. The study will also try to reveal any other possible outcomes of young female faculty's work relations with superiors. In a face-to-face or Skype **semi-structured interview** you will be engaged in a 40 - 60 minute conversation. The interviews will consist of 15 to 20 questions regarding research aims. If you give consent the interview will be audio recorded for research purpose and your personal information or name of the university will be identified only by pseudonym form in all cases of the study, in field notes, computer files, and all project texts including final thesis. If you reject to be audio recorded, the information you provide will be written down as field notes. All efforts will be made to remove all possible identifiers in the presentation of data in all project writing, including thesis, in order to conceal participants' identity. All unique details will be coded with more general terms. All collected or produced research documents in hard copy form with identifiable participants information when not with the researcher will be kept in a separate, secure location, locked in a drawer. Consent forms and other documents with identifiable participant information will be kept in a separate, secure location, locked in a drawer. All computer documents related to the project will be kept in a secure, password-protected computer. All audio recordings will be destroyed two years following successful completion of NUGSE Masters course.

**TIME INVOLVEMENT:** Your participation will take approximately **40 - 60 minutes**.

**RISKS AND BENEFITS:** The **risks** associated with this study are minimal. Your responses regarding work relationship with supervisors will not be used to make judgements about any of the university or staff. The **benefits** which may reasonably be expected to result from this study are revealing how work relationships with superiors affect young female faculty's experience in higher education. Your decision whether or not to participate in this study will not affect your employment.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work:

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone



independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep.**

**According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).**

## **Appendix C: Sample of Transcript**

**Date 01.03.2019**

**Time 20.05**

**Participant 9**

### **Introduction**

Good time of the day (morning, evening). My name is Moldir. Thank you for your agreement to participate in this research. Plan of our meeting is I will explain the purpose of the research, then I will ask you to sign consent form and ask your permission to record our dialogue if you agree. Then I will ask several questions on the topic of the study and then will be happy to hear your experience as a young female faculty. If you prefer to speak the Russian or Kazakh language you are welcome. If you have any question you can ask me before, during and after interview.

The purpose of this study is to investigate on how work relationships on the basis of age, gender and mentorship of young female faculty and their senior department chairs relate to young female faculty's career advancement. This study is to explore whether there any benefits or struggles from young female faculty's perspective on career advancement, associated with their age, gender or workplace relationships.

You will be asked to engage in 40 – 60 minutes interview, either face-to-face or telephone. The interviews will consist of 15 to 20 questions regarding research aims. The participation is anonymous and voluntary. You can withdraw any time without any consequences. It is a non-paid research. There are potential risks and benefits described in

the consent form, which I ask you to read carefully and sign if you agree to participate. You can also ask questions if you need clarifications. After you sign, I will ask you a permission to record our dialogue. I guarantee confidentiality of the information.

### **Interview Questions**

Каковы ваши должностные обязанности?

*Ежегодно заведующей кафедры распределяется область работы, я отвечаю за научно – методическую часть студентов, чтобы больше писали научные работы, отчеты сдаю по своей работе, также ученики и преподаватели должны участвовать в конференциях, это тоже входит в мои обязанности. Ну конечно заведующий кафедры рассматривает человеческие факторы, компетенции перед тем как распределять работу.*

Скажите, как вы относитесь к своему заведующему/заведущей кафедры?

*Очень хорошо отношусь, она справедливая, честная, не принижает что я младшая, в работе очень грамотная, и в целом это сказывается потому что наша кафедра лидирует, ну и документация у нее всегда правильная. Она очень профессиональная, знает все нюансы в своей работе.*

Что вы думаете об отношении заведующего/заведующей кафедры к вам?

*Она очень ценит молодых специалистов, потому что если возникают накладки между преподавателями, недопонимания она помогает решать проблемы и всегда балансирует отношения на кафедре. Она очень поддержививает и помогает получить профессиональные достижения от других организаций, которые будут эффективны для продвижения. Я знаю, что могу положиться на нее в профессиональной сфере.*

Вы бы могли назвать ее своим неформальным ментором?

*А что значит менторство?*

Наставничество-это тип отношений, в которых более опытный или знающий человек направляет другого, которому не хватает навыков.

*А ну да, я всегда к ней обращаюсь если есть какой то профессиональный вопрос.*

*Она часто дает советы как лучше сделать по работе, я ей доверяю в этом плане.*

Чувствуете ли вы разницу на рабочем месте из-за возраста и пола от заведующего/заведующей кафедры?

*Ощущается, конечно. Я раньше, например, была единственной молодой преподавательницей на кафедре, особенно на собраниях лишний раз рот не раскроешь, ну и соблюдать этику всегда нужно и деликатной быть при разговоре со старшими. А вот по возрасту нет, дедовщины таковой у нас нет, знаю, что практикуется в других вузах, слышала, но у нас такого нет. Она не дает заданий не связанных с работой, даже если и случится что-нибудь и ей нужно будет моя помощь не профессионального плана, то я сделаю сама из личного уважения. Она ко всем преподавателям на кафедре так относится, уважительно.*

Могли бы вы подумать о каких-либо бонусах/трудностях, с которыми вы сталкиваетесь на работе из-за своего возраста и пола?

*У меня не было конфликта на рабочем месте со старшими преподавателем, но у моей коллеги был. Наши старшие коллеги-мужчины обвинили ее в том, что она молодая женщина, которая конкурирует с мужчинами. Они сказали: "замолчи, почему ты соревнуешься с мужчинами?" На самом деле, это была такая подводная игра, потому что учителя-мужчины стали принижать ее учениц, говоря, зачем вы*

*учитесь и соревнуетесь с мужчинами, если вы будете рожать детей и сидеть дома в любом случае. Девушки рассказали моей коллеге, а когда она начала разбираться с этими мужчинами, они напали на нее из-за ее возраста и пола. В конце концов, эта история дошла до кафедры кафедры, но все просто извинились друг перед другом и все. Как будто это нормально.*

Не могли бы вы рассказать о своем прогрессе в работе по сравнению с преподавателями мужского пола, который примерно такого же возраста и академические достижения, как и вы?

*У нас такого нет, самый младший мужчина на кафедре на лет десять старше меня. Но в целом отношение к мужчинам другое, более уважительно, что ли.*

Вы считаете, что трудовые отношения с начальником отдела влияют ваш прогресс?

Если да, можете ли вы предоставить подробную информацию?

*Ну она поддерживает всегда и морально и по делу, помогает получать награды, писать письма и ходатайства, чтобы повысили в будущем. А зарплату решает государство, заведующая кафедры может дать больше часов в рамках дозволенного, например ну ставка, полторы ставки*

### **Translation**

What are your job responsibilities?

*Every year the head of the Department distributes part of faculty service load, for example I am responsible for the research and methodological part of the students. My duties include encourage students to write more research or reports on their work, to participate*

*in conferences, for faculty too. Well, of course the head of the Department considers human factors and competence before distributing the work.*

Tell me your attitude towards your head of the department?

*I have very good attitude towards her. She is fair, honest, does not diminish that I'm a junior faculty member. She is very competent, and in general it affects everything because our department is leading ones, the documentation is always right. She is very professional, knows all the nuances in her work.*

What do you think about the attitude of the head of your department towards you?

*She values young professionals, for example if there are misunderstandings between faculty members, she helps to solve problems and always balances the relationships in the Department. She is very supportive and helps to get professional achievements from other organizations that will be effective for promotion. I know that I can rely on her in the professional sphere*

Can you name your department chair as your informal mentor?

*What is mentorship?*

Mentorship is a type of relationships where a more experienced or knowledgeable person guides another one who lacks skills.

*I can name a department chair not only as my mentor, but also as a mediator of atmosphere in our department. If there are any tensions among faculty she always balances it*

Do you feel different at the workplace due to your age and gender from the head of the department? If yes, can you explain in detail?

*Of course I feel different. I used to be the only junior female in our department, and of course it feels different. To comply with ethics I always need to be careful when speaking with seniors, especially during meetings. I will not open my mouth, well, have to observe my ethics and always need to be delicate when talking with elders. But we don't have hazing because of age, but I heard it exists in some universities. Department chair doesn't give tasks not related to work, even if something happens and she needs my help in a non-professional way, I'll do it for her out of personal respect. She treats the same way all faculty in the department, respectfully.*

Could you think of any bonuses/difficulties that you face at work due to your age and gender?

*I didn't have a conflict at workplace with senior faculty, but my colleague had. Our senior male colleagues blamed her by fact that she's a young woman who competes with men. They said "shut up, why you are competing with men?" Actually, it was such an underwater game, because male teachers began to belittle her female students, saying why you study and compete with men if you will give birth to children and sit at home anyway. The girls told my female colleague, and then when she began to deal with these men they attacked her for her age and gender. In the end, this story has reached the department chair but everyone just apologized to each other and that all. Like it is a norm*

Can you tell me about your progression in comparison with male faculty that is approximately the same age and academic achievements as you?

*We don't have those, the youngest man in the department is ten years older than me. But in general, attitude to men is different, more respectfully, or something.*

Do you think that work relationship with head of department does affect your career advancement? If yes, can you provide details?

*She always supports morally, and helps to win awards, writes letters and petitions useful for promotion in the future. The salary is decided by the state, the head of the department can give more hours within the permitted rate, one and a half rates for example.*





	<i>все нюансы в своей работе.</i>	
Value for young faculty members	<p>Что вы думаете об отношении заведующего/заведующей кафедры к вам?</p> <p><i>Она очень ценит молодых специалистов, потому что если возникают накладки между преподавателями, недопонимания она помогает решать проблемы и всегда балансирует отношения на кафедре. Она очень</i></p>	Career Advancement
Help to advance in careers	<p><i>поддерживает и помогает получить профессиональные достижения от других организаций, которые будут эффективны для продвижения. Я знаю, что могу положиться на нее в профессиональной сфере.</i></p>	
Meaning of mentorship	<p>Вы бы могли назвать ее своим неформальным ментором?</p> <p><i>А что значит менторство?</i></p> <p>Наставничество-это тип отношений, в которых более опытный или знающий человек направляет другого, которому не хватает навыков.</p>	Mentorship
Guidance and support	<p><i>А ну да, я всегда к ней обращаюсь если есть какой то профессиональный вопрос. Она часто дает советы как лучше сделать по работе, я ей</i></p>	

	<i>доверяю в этом плане.</i>	
Obedience as a sign of respect	<p>Чувствуете ли вы разницу на рабочем месте из-за возраста и пола от заведующего/заведующей кафедры?</p> <p><i>Ощущается, конечно. Я раньше, например, была единственной молодой преподавательницей на кафедре, особенно на собраниях лишний раз рот не раскроешь, ну и соблюдать этику всегда нужно и деликатной быть при разговоре со старшими. А вот по возрасту нет, дедовщины таковой у нас нет, знаю, что практикуется в других вузах, слышала, но у нас такого нет. Она не дает заданий не связанных с работой, даже если и случится что-нибудь и ей нужно будет моя помощь не профессионального плана, то я сделаю сама из личного уважения. Она ко всем преподавателям на кафедре так относится, уважительно.</i></p>	Respect for seniority
Ageism		
Gender expectations from young females	<p>Могли бы вы подумать о каких-либо бонусах/трудностях, с которыми вы сталкиваетесь на работе из-за своего возраста и пола?</p>	Gender Norms

	<p><i>У меня не было конфликта на рабочем месте со старшими преподавателем, но у моей коллеги был. Наши старшие коллеги-мужчины обвинили ее в том, что она молодая женщина, которая конкурирует с мужчинами. Они сказали:</i></p> <p><i>"замолчи, почему ты соревнуешься с мужчинами?" На самом деле, это была такая подводная игра, потому что учителя-мужчины стали принижать ее учениц, говоря, зачем вы учитесь и соревнуетесь с мужчинами, если вы будете рожать детей и сидеть дома в любом случае. Девушки рассказали моей коллеге, а когда она начала разбираться с этими мужчинами, они напали на нее из-за ее возраста и пола. В конце концов, эта история дошла до кафедры кафедры, но все просто извинились друг перед другом и все. Как будто это нормально.</i></p>	
<p>Attitude towards male faculty members</p>	<p>Не могли бы вы рассказать о своем прогрессе в работе по сравнению с преподавателями мужского пола, который примерно такого же возраста и академические достижения, как и вы?</p> <p><i>У нас такого нет, самый младший мужчина на</i></p>	<p>Gender Norms</p>

	<p><i>кафедре на лет десять старше меня. Но в целом отношение к мужчинам другое, более уважительно, что ли.</i></p>	
<p>Mentoring relationships</p>	<p>Вы считаете, что трудовые отношения с начальником отдела влияют ваш прогресс? Если да, можете ли вы предоставить подробную информацию?</p> <p><i>Ну она поддерживает всегда и морально и по делу, помогает получать награды, писать письма и ходатайства, чтобы повысили в будущем. А зарплату решает государство, заведующая кафедры может дать больше часов в рамках дозволенного, например ну ставка, полторы ставки</i></p>	<p>Mentorship</p> <p>Career</p> <p>Advancement</p>

## **Appendix E: Advertisement Text**

### **TEMPLATE ADVERTISEMENT**

#### ***Research Participants Wanted:***

- 1) Female faculty at a university;
- 2) Under age of 30;
- 4) Any discipline.

Participate in a **research study** about how work relationship of young female faculty and their department chairs. Participants will be asked to engage in 40 – 60 minutes interview, either face-to-face or Skype. The interviews will consist of 15 to 20 questions regarding research aims. The participation is anonymous and voluntary. You can withdraw any time without any consequences. It is a non-paid research.

**Benefits** may reasonably be expected to result from this study are revealing how work relationships with superiors affect young female faculty's progression in higher education and also create a basis for future investigations regarding young female faculty's experience in Kazakhstani universities. If you want to support young females in higher education you can do so by participating in this study!

If you are interested in participating, please contact me anytime by:

Phone number: + 7 775 914 61 62 or What's App;

Email address: [mnurazkhan@nu.edu.kz](mailto:mnurazkhan@nu.edu.kz) ;

Social networks: Instagram @moldir.yelibay and Facebook MolderYelibay