

Early Faculty Mentoring: Cases of Universities of Kazakhstan

Zarema Serbaeva

Submitted in partial fulfillment of the requirements for the degree

Master of Science

in

Educational Leadership

Nazarbayev University Graduate School of Education

June 2020

Word Count: 17 718

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

AUTHOR AGREEMENT

By signing and submitting this license, I (Serbaeva Zarema) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video. I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation. I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation. I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission. IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT. NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's  signature:

Date: 06/19/2020

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Opennof Signed:

Date: 06/19/2020

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

CITI Training Certificate

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

**COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS***

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Zarema Serbaeva (ID: 8165782)
- **Institution Affiliation:** Nazarbayev University (ID: 2426)
- **Institution Email:** zarema.serbaeva@nu.edu.kz
- **Institution Unit:** GSE

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 32221686
- **Completion Date:** 27-Jun-2019
- **Expiration Date:** 26-Jun-2022
- **Minimum Passing:** 80
- **Reported Score*:** 92

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and its Principles (ID: 1127)	27-Jun-2019	3/3 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	27-Jun-2019	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	27-Jun-2019	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	27-Jun-2019	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	27-Jun-2019	5/5 (100%)
Assessing Risk - SBE (ID: 503)	27-Jun-2019	3/5 (60%)
Informed Consent - SBE (ID: 504)	27-Jun-2019	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	27-Jun-2019	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	27-Jun-2019	5/5 (100%)
Research with Children - SBE (ID: 507)	27-Jun-2019	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	27-Jun-2019	5/5 (100%)
International Research - SBE (ID: 509)	27-Jun-2019	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	27-Jun-2019	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	27-Jun-2019	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	27-Jun-2019	1/5 (20%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify?k2ab8ea7a-0278-4e7b-8126-40b53c6e1059-32221686

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: <https://www.citiprogram.org>

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

Ethics Approval



Nazarbayev University
Graduate School of Education

www.nu.edu.kz

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan

October 2019

Dear Zarema Serbayeva,

This letter now confirms that your research project titled “Early Faculty Mentoring Practices at Higher Education in Kazakhstan: The Case of a Private University” has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University. The changes recommended by the reviewer have been addressed and the proposed study now complies with all of the requirements of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

A handwritten signature in cursive script, reading 'Bilyalov'.

Darkhan Bilyalov

On behalf of Elaine Sharplin
Chair of the GSE Research Committee
Professor
Graduate School of Education
Nazarbayev University

Block C3, Room 5006
Office: +7 (7172) 70 9371
Mobile: +7 777 1929961
email: elaine.sharplin@nu.edu.kz

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

Acknowledgement

I would like to express my deepest gratitude for the most important people in my life who supported me and gave a hand every time I needed it while studying at the university. This thesis is a way to say thank You for believing in me and encouraging me to complete my studies.

First of all, I would like to thank my family that is my dearest parents and my sister, my little niece and my Felix. I am very grateful that you were always besides me even when you were thousands of kilometers far from me. Thank you for being true friends and thank your patience and love that made me feel to believe in myself.

Secondly, I am very thankful to my friend Valentina.and Mr.I who inspired me to apply for the Master's program and with their own examples proved that master's degree would bring a lot of pleasure and benefits in a professional and a personal way.

Also, I would like to say a big thanks to my thesis advisor Professor Darkhan Bilyalov and the whole staff of GSE NU. I felt your support from the very first day at my first attempt to come closer to the world of science. It was not an easy thing but with your help and belief I am writing now this acknowledgement that means I am doing my thesis and, on my way, to obtain the diploma from Nazarbayev university. It was one of my dreams, thank you for the realization. I will always be proud of being a student of Mr. D. Bilyalov and NU.

Zarema Serbaeva

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

Abstract

This study investigates the mentoring experiences of faculty members under the informally administered mentoring programs at three universities in Kazakhstan. Needless to say, the improvement of university work and its organizational structure depends primarily on its faculty. novice teachers who have not managed to gain substantial experience during their career might feel stressed at their early experiences as faculty members, and they need support from their more experienced faculty and colleagues. In other words, novice faculty members need mentors who can support them at the right time to mitigate the problems arising from the lack of experience and awareness; mentors, who can help diminish the anxiety and fear during the period of adaptation and socialization of early-career faculty.

In light of this, this research is focused on faculty mentoring in some of the leading universities in Kazakhstan to discover possible impacts of mentoring on such aspects as career promotion, more natural adaptation, and better scientific results received from informal faculty mentoring. Along with the potential benefits of mentoring, some difficulties such as the lack of time for consultations, personal relationship, and a mentor-mentee mismatch were reviewed and analyzed.

Guided by the tenets of qualitative methodology, the study involved one-on-one interviews with Twelve participants that included six mentors and six mentees from three leading universities of Kazakhstan. The findings revealed the importance of mentoring among faculty in higher education in Kazakhstan including the potential pitfalls Policymakers in cooperation with educational and university administration consider informal mentoring efficient in professional growing of faculty and change the status from informal to a formal one, enabling mentoring become a part of faculty training for professional development and success in career.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

Абстракт

Исследование изучает опыт наставничества преподавателей в рамках неформального наставничества в трех университетах Казахстана. Нет необходимости говорить, что улучшение работы университета и его организационной структуры зависит, прежде всего, от его профессорско-преподавательского состава. начинающие преподаватели, которые не смогли получить значительный опыт в течение своей карьеры, могут испытывать стресс на раннем этапе своей работы в качестве преподавателей, и им нужна поддержка более опытных преподавателей и коллег. Другими словами, начинающим преподавателям нужны наставники, которые могут поддержать их в нужное время, чтобы смягчить проблемы, возникающие из-за недостатка опыта и осведомленности; наставники, которые могут помочь уменьшить беспокойство и страх в период адаптации и социализации на раннем этапе карьеры преподавателей.

В свете этого, данное исследование направлено на изучение программ наставничества преподавателей в некоторых ведущих университетах Казахстана с целью выявления возможных воздействий наставничества на такие аспекты, как продвижение по службе, более естественная адаптация и лучшие научные результаты, полученные от неформального наставничества. Наряду с потенциальными преимуществами наставничества, были рассмотрены и проанализированы некоторые трудности, такие как нехватка времени на консультации, личные отношения и несовместимость между наставником и подопечным.

Руководствуясь принципами качественной методологии, исследование включало интервью один на один с двенадцатью участниками, которые включали шесть наставников и шесть учеников из трех ведущих университетов Казахстана. Полученные результаты показали важность наставничества среди преподавателей высших учебных

заведений в Казахстане, включая потенциальные трудности. Должностные лица в сотрудничестве с администрацией образования и университетов считают неформальное наставничество эффективным в профессиональном росте преподавателей и должны поменять статус с неформального на формальный, что позволяет наставничеству стать частью подготовки кадров для профессионального развития и успеха в карьере.

Абстракт

Қазақстандық білім беруді жақсартуға арналған бастамаларды қолдау және алдын-ала білім беру. Нормативті емес білім беру, университет пен этникалық ұйымдардың структуралық құрылымы, білім беру мекемелері, профессорлар-оқытушылар құрамы. Қарапайым интерпретациялар, могут және испытывать стрессі, сондай-ақ оңтайлы тәрбие және жұмыс тәжірибесі, сондай-ақ опытных преподавателей және коллег. Другими словами, жаңашылдықтар, жаңалықтар, жаңалықтар, проблемалар, проблемалар, проблемалар, проблемалар туралы ашық және ашық тәрбие; адаптациялар мен әлеуметтену кезеңдеріндегі әлеуметтік қамсыздандыру және алдын-ала дайындалған карьералық преподавателей.

Естеріңізге сала кетейік, сіздердің назарларыңызға тек қана этностық, этностық, демографиялық, демографиялық, демографиялық, демографиялық, демографиялық, демографиялық, демографиялық, демографиялық, демографиялық және бейбітшілікті жақсартуға бағытталған іс-шаралар. Наряду с потенциальными преимуществами наставничества, былтырғы рассмотрены және проанализирование некротикалық трудности, консультациялар, личные отношения және несовместимость между наставником и подопечным.

Руководствуясь преподавательных квалификационных методологии, включало интервью на интернациональные участниками, включали шесть наставников и трех

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

ведущих университетов Казахстана. Полученные результаты показали важность
праводавателей среди преподавателей в Казахстане, включая потенциальные трудности.
Дипломатиялық литсейлерді сату және әкімшіліктендіру туралы үгіт-насихат
жұмыстарының тиімділігі және профессионалды экономикалық тиімділікті
жоғарылату туралы ережелер, сондай-ақ бейтараптылықты жақсартуға жол берілмейді.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

Table of Content

AUTHOR AGREEMENT	i
Declaration	ii
CITI Training Certificate	iii
Ethics Approval	iv
Acknowledgement	v
Abstract	vi
Абстракт	vii
Абстракт	viii
Chapter 1: Introduction	1
1.1 Introduction	1
1.1.1 Statement of the problem	1
1.2 Purpose and rationale of the study	2
1.3 Definition of key terms	3
1.4 Significance	3
Chapter 2: Literature review	6
2.1 Introduction	6
2.2. Definition of mentoring	6
2.3 Mentoring in Kazakhstani context	8
2.4 Benefits of mentoring	9
2.5 Drawbacks of mentoring	12

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

2.6 Criteria of an effective mentoring and roles of mentors	14
2.7 Conceptual framework	18
Fig.2 Stages of Mentoring by Hall and Chandler	19
2.8 Gender mentoring	20
2.9 Summary	20
Chapter 3: Methodology	22
3.1 Introduction	22
3.2 Research Design	22
3.3 Sampling	23
3.4 Data collection	24
3.5 Data analysis	25
3.6 Procedures	25
3.7 Ethic considerations	26
3.8 Summary	28
Chapter 4: Findings	29
4.1 Introduction	29
4.2 Benefits of mentoring	30
4.2.1 Professional growth and development	30
4.2.2. Personal developments	32
4.2.3 Adaptation and socialization	33
4.2.4 Research work and scientific life	34

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

4.3 Criteria for successful mentorship	35
4.3.1 Perception of mentorship and criteria	35
4.3.2 Characteristics of mentors for successful mentorship	36
4.4 Challenges and pitfalls of mentoring	37
4.4.1. Personal challenges	38
4.4.2 Professional challenges	39
4.4.3 Time and Schedule issues	40
4.4 Compatibility between a mentor and a mentee	41
4. 5 Suggestions and recommendations of respondents	43
4.6. Summary	44
Table 2. Benefits and challenges of mentorship	45
Chapter 5 Discussions	46
5.1 Introduction	46
5.2 Mentoring: Policy issues	46
5.3 Approach for faculty mentoring programs	47
5.4 Compatibility between a mentor and a mentee	49
5.5 Role of mentoring in faculty professional development	50
5.6 Challenges and recommendations	50
5.7 Limitations	51
Chapter 6 Conclusions	53
References:	56

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

List of Tables:

Table 1. Benefits and Drawbacks of
Mentorship.....25

Table 2. Benefits and challenges of mentorship.....60

List of figures:

Fig.1 Roles of successful mentors.....29

Fig.2 Stages of Mentoring by Hall and Chandler.....31

Chapter 1: Introduction

1.1 Introduction

1.1.1 Statement of the problem

Early-career faculty members are often confused with the problems that they may face at universities. Surveys conducted by Gothard (2009) show that the early-career faculty members are often confused with some issues they may face when they start working at universities. In other words, they struggle with the frustration caused by the process of learning and procedures, preparation for courses, establishment of professional relationships with their colleagues as well as acclimatization and adaptation to the institutional culture that may turn out to be long periods without a help of a more experienced mentor (Gothard, 2009). Moreover, as stated in the Report of the Independent Accreditation and Rating Agency (Almaty, 2018), the average age of faculty at universities is up to forty-six years. This fact leads to the speculation on the retirement of senior faculty in the period of about just under twenty years. In other words, those novice teachers will become senior faculty members and share their knowledge depending on the skills they receive from their mentors Recruiting and retaining early-career faculty is anchored in the provided mentoring at universities (Gothard, 2009).

In addition, it is essential to note that those faculty members who are supported and guided by mentors at the very beginning of their job experience will feel more satisfied at work due to career success (Thomas et al., 2014 and Yeung et al. 2010). They are also presumed to work for a longer period than those who did not have a mentor (Fleming et al., 2015).

Research questions:

Taking into consideration the above-mentioned benefits of mentoring, this study aims at answering the following questions:

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

- 1) How can a mentoring program applied at higher education institutions help early-career faculty members in achieving their success at work?
- 2) What constitutes a successful faculty mentoring that is intended for higher education institutes?
- 3) To what extent the proper professional relationships between a mentor and a mentee and the compatibility of personalities is important in establishing an effective mentoring program?
- 4) what defines success for mentoring?
- 5) what roles do mentors play for successful mentoring?
- 6) how the effectiveness of relationships is assessed?

1.2 Purpose and rationale of the study

The major objective of this study is to investigate the possible benefits of mentoring early faculty members at higher education institutions in Kazakhstan as well as to analyze to what extent the mentoring programs may affect the successful performance at work.

Qualitative multiple case study analysis was selected as a framework for this study for the following reasons. Qualitative study analysis has some specific characteristics that are applied in this study. The Collection of data has to be conducted on-site (namely universities) and interviewing and collaborating with the participants. These interview questions are unstructured and generally open-ended. The questions are intended to bring to light the views and opinions of the participants (Creswell, 2008). The information is taken directly by talking to the participants and personal interaction (Creswell, 2008). The instrument that is chosen for collecting data is protocol. Having issued the research, a reader and participants as well can offer their own interpretations of the provided study. Thus, a researcher, participants, and a reader while making interpretations demonstrate the obvious view of the problem that has multiple views (Creswell, 2008).

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

The differences within and between cases as well are able to be examined through a multiple case study as the aim of it is to reflect the obtained findings across cases. Cases are chosen carefully so that the researcher concludes comparisons and predicts similar results for some multiple cases or, on the contrary, predicts opposite outcomes that are built on theories (Yin, 2003).

1.3 Definition of key terms

The traditional definition of mentoring refers to a one-way, long-term teaching relationship in a one-to-one situation whereby the expert imparts knowledge and wisdom to the mentee. The protégé, typically younger and less experienced, receives career support and psychosocial (e.g., emotional, cognitive) benefits. Historically the mentorship meant teaching more young people to build or obtain any other experience including education sphere and outside it. (Merriam, 1983; Mullen, 2005)

Mentor- “The *role* taken on by someone willing to help someone else learn and grow by agreeing to interact with this person to transfer experiences and skills.” (Murray, 2006, p. 458).

Mentee- The person being mentored

Mentoring- “The *process* that deliberately pairs two people with different skills and experiences with the objective of transferring those skills and experiences from the one who has them to the one who needs them” (p. 458).

1.4 Significance

McIlvaine (2015) states that there is a tendency among both modern employers and employees to look for challenges that are relating and corresponding to their knowledge in technological fields and business. Moreover, according to Meinert (2013), due to some demographic changes, it is necessary to stay competitive in the labor market. This means that leaders at

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

work should know how to attract and recruit the workforce (Meinert, 2013). Kochan (2002) suggests establishing formal mentoring programs to support, involve colleagues into work, and also setting well-formulated goals. In general, a mentor, a mentee, and the organization itself enjoy the benefits from such programs (De Janasz et al., 2003; Finkelstein and Poteet, 2007; Noe et al., 2002). Chao (1997) highlights the following career satisfaction as a positive outcome for a mentee. Other researchers of mentoring programs underline the increased promotion at work (Whitely et al., 1991); and in addition, a developed sense of belonging (Friday and Friday, 2002). There is a great variety of other reasons why mentoring programs are beneficial for any organization, including higher education institutions. For example, according to Wright, and Werther Jr, (1991) mentorship helps to increase social capital and develop interpersonal skills; Lentz and Allen, (2009) see an enhanced attitude to work due to mentorship. Positive workplace relationships created with the help of mentoring are considered to be essential for an early-career in adoption to the organizational culture (Thomas and Lankau, 2009). Gilbert (2007) states that there is a short period between the date of hiring a person and his first date of teaching. This, in his opinion, requires the intervention to help to adopt the environment of the university and some individual factors that might block a new faculty member from a better performance of his or her job. The research proved that there is a need to establish the importance of mentoring programs in Kazakhstan at higher education institutions to see if mentorship develops the work performance and how the professional relationship between a mentor and a mentee helps in achieving better results. The study provides an analysis of mentoring at higher education institutions on the base of three Kazakhstani universities to see what constitutes the ideal model of mentoring that can be essential in achieving better results at work.

1.5 Summary

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

The Chapter provided the definition of the main terms used in the research. The Main questions that the respondents had to answer were also presented in the Chapter with the following disclosure and the answers presented in the following Chapters. The significance of the research and the importance of the study relating to higher education in Kazakhstan were described. The problem of the need for mentoring for early-career faculty was explained, and the necessity of introducing mentoring programs for novice teachers was also described in the Chapter above.

Chapter 2: Literature review

2.1 Introduction

This chapter provides information that was collected from various sources related to the topic of mentoring in higher education. The literature was mostly taken from international publications that show the little experience of official mentoring in higher education in Kazakhstan. The literature review demonstrates the present studies. The chapter starts with a definition of mentoring specified by numerous researchers, including the conceptual framework of mentoring that served as a base for the whole study.

Mentorship may bring both benefits and challenges for mentors and mentees that they have to overcome together. The problems, as well as possible benefits, are described profoundly in the given chapter. To achieve some positive outcomes within the process of mentoring, a mentor must be induced with special personal and professional characteristics. The chapter gives a description of the roles of mentoring and the main criteria of choosing a mentor and effective mentoring alongside the assessment of mentoring and its role in higher education. In the end, the concise summary resumes the undertaken comprehensive literature review and synthesizes the considerable actual resources that were covered in the given chapter.

2.2. Definition of mentoring

The phenomenon of mentoring has a great variety of different definitions. To start with, according to Daloz (1986), mentoring in higher education serves as an essential intermediate agent for both mentors and mentees in their brilliant desire to develop their intellectual skills. Another definition of mentoring is the act of giving guidance to a person with more experience that is called a mentor to a less experienced person who, in his turn, is called a mentee (Eby et al., 2007). In the most general sense, the process of mentoring can be explained through a mutual relationship that dynamically takes place between a mentor or a mentee that in its turn

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

can lead to the development of both sides (McGee, 2016; Pfund et al., 2016). Pfund (n.d.) defines mentoring more narrowly. Pfund (n.d.) states that mentoring is a relationship, but to be more specific, the relationship consists of conjoint learning that includes several steps. The main aim of this collaborative learning is supporting a mentee in the process of forming essential and necessary skills that will help a mentee in achieving success in the career. To sum up, mentoring is a process of relationship between at least two people, i.e., a mentor and a mentee. The success of this relationship and the result how beneficial for both participants of the process mentoring is, can be seen in case if firstly, a mentee gets the necessary skills in doing research works that will be a base for good work productivity as well as a mentee should obtain essential knowledge related to the chosen career. Secondly, mentors in their turn must get knowledge from a mentee too so that the first can learn useful skills in the upbringing academic and professional development of the next generation (Pfund et al., 2016). Further, Pfund et al. (2016) emphasize that the ideal picture of mentoring must involve mutual collaborative activities including planning, conduct, thinking, interrogatory, and rationale. In addition, the success of a mentor can be characterized as the possession of certain knowledge and skills for an effective support of a mentee and the assistance in transferring the skills and competencies that are required for the goal achievement of individual mentees. In this case, a mentor should clearly see and understand the personal and unique requests and preferences of every mentee as well as a mentor should take into account the flexibility for the correcting of his or her ways in supporting and promoting the success of a mentee. In other words, the success of the mentee is achieved in case a mentee acquired both personal and working competencies that are essential for completing his or her career aims. Also, the success is measured by the gained experience for the chosen career and the ability and possibility to achieve the goal (Pfund et al., 2016).

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

2.3 Mentoring in Kazakhstani context

As reported by OECD (2015), Kazakhstan met with the demand of upbringing qualified specialists who graduate from universities after being joined to the Bologna Process, which in its turn, led to the country's changes in the educational system. Lee (2008) elicits that Kazakhstan grew into a dynamic country with a democratic regulation due to the increased demand for the achievements in developing science and technology that led to the enhanced professional training of specialists. Speaking about higher education Lee (2008) underlines five most important fundamental components which form the satisfaction of a client, that is a student with a quality of education: 'provision of services in education, 'good quality and competency of the faculty', 'trustworthy service', 'existing environments' and 'international character of education'. If students are satisfied with the level of the quality of the education, they will recommend the university to their friends and relatives as in Kazakhstan, the best practice of advertising a higher education institute is verbal, that is supposed to be named as a marketing buzz (Lee, 2008). Akcan (2006) refers to the process of the acquaintance of young specialists with peculiarities of work to management, promotion, and formation of the love of their work, creativity, and a deep interest in the professional activity. Akcan (2006) considers the first years of work to be the most essential as early-career faculty may decide whether teaching is their mission which can lead them to future success or, on the contrary, will destroy any their endeavors and make them leave universities, schools, colleges. The faculty are mostly concentrated on students, because, teachers at universities have to cope with a big amount of work besides teaching (Kairat, 2019). Kairat (2019) states that teachers in Kazakhstan are required to perform multi-tasks apart from teaching students at universities. That means they are asked to write scientific articles every year and publish them in pedagogical journals. Teachers at the department may often be involved in the organisation of

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

various seminars and participation in different conferences (Kairat, 2019). Teachers' duties at university are not limited only by teaching, preparing syllabi, taking part in seminars, and writing articles. Besides all this, mostly all of them are in charge of coordinating their students (Kairat, 2019). There are three fundamental types of mentoring that exist in the higher education system, according to Lechuga (2011), who singles out the following categories: faculty - undergraduate student, faculty - graduate student, and faculty-faculty relationships of mentorship. As stated in OECD (2017), the universities of the country can receive benefits from implementing mentoring programs, namely peer mentoring. However, faculty mentoring among the members should not be ignored too.

2.4 Benefits of mentoring

Almost all new teachers who come to a new workplace can face multiple challenges and problems that they might have never met before. The problems may include internal regulations of a university, communication with new colleagues and administration of the university, new disciplines that were given them to teach, and other new responsibilities, such as filling a register form, monitoring students' progress,. Head of the departments in order to save their time implement non-official mentoring among the faculty. In other words, they assign more experienced teachers to less experienced ones, and the first can help and support the last, and the head can escape answering mostly the same questions, as the more experienced will do it for them. Olmstead (1993) states hiring new faculty members requires some investments; in fact hiring faculty is the most important investment. The investment is the position of tenure-track. The department might be interested in training good new professors since if they miss this opportunity, there will be very low probability that the investment will be returned. On the contrary, if the department does their best and makes all the efforts to train a good specialist and professional it will result in obtaining a new colleague

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

who is a true specialist and professional in his or her job for many years that will reduce the work flow at the department. In other words, if a new colleague achieves success at work, everybody will benefit, not only the colleague herself (Olmstead, 1990). It means that a successful teacher will attract new students to enter the university and the university and the department will benefit too. At the same time, students will benefit as they will get a well-qualified teacher who can share his or her experience and knowledge too.

However, if the situation is the opposite, i.e. when the new teacher does not achieve any success at work, it will lead to the suffering of all faculty members (Olmstead, 1990). It means that faculty will suffer because they will face with non-professionalism of their new colleague every working day, the department will suffer because their reputation will fall. the students will suffer because they will have to learn from a non-competent teacher. Finally, the university will suffer as fewer and fewer students will want to enter the university and study there that will negatively affect the economy and reputation of the university.

Mentoring implies teaching and sharing experience that, in the future, is likely to bring some benefits to both parts. Mentoring benefits in an inevitable increase in productivity, according to Campbell and Campbell, 2000; Dolan and Johnson, 2009). That can explain why Burke & McKeen (1997) and Higgins (2000; 2001) saw a deep connection between the phenomenon of mentoring and career promotion as a consequence. In other words, they assumed that a person would demonstrate better professional results in case if he or she was mentored at work.

Similarly, those who are not mentored have fewer chances of career success. Mentoring benefits in the development of such skills as skill-sharing, leadership skills, cognitive growth, and satisfaction of personal fulfillment of work duties (Dolan and Johnson, 2009; Eagan et al., 2013; Laursen et al., 2010). In addition to the mentioned possibility of building strong professional bonds and developing him/herself in a professional way, De Vries (2005) sees the

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

influence of mentoring on the self-confidence of a person. That may serve as an assumption that a less experienced employee can escape making some mistakes at work due to the help and timely support of his or her mentor. And thus, the mentored person will feel more confident in a professional way and he or she will receive an impact that will have a positive effect on his or her self-acceptance. Ehrich, Hansford, & Tennent (2004) also connect mentoring with personal satisfaction and growth. That is to say, a person can achieve better results at work, and this will take a shorter period in case if a person is mentored professionally and directed in the right way that will lead him or her to a raise of personal growth and satisfaction with these achievements. However, not only mentored can receive any benefit. The benefit is mutual (Johnson, 2002) That means mentors can get satisfaction from the achieved work of their mentees in the sphere of research works and the mentees in their turn will also enjoy the better results at work and avoid the possible falls that will be overcome due to the help of the mentors. Speaking precisely about the benefits of mentoring in higher education, Gardiner (2005) links the process of mentoring and the increasing research works. Namely, if the mentoring is carried out in an appropriate way, the probability of interest of the early faculty members to the research can rise, and that means the number of publications will grow, and the rate of the university will increase according to the published articles.

Mentoring is an essential process for both early faculty members themselves and the university too. This can be explained by the investments that are done by the university into nurturing a newly qualified professor. Since a department of the university hires a new faculty member, they make the most important and valuable decision: they entrust him or her a new position, which is a tenure-track faculty position. But they never know if the efforts they apply and the investments they put into a new faculty will bring any benefit or may reduce the

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

probability of returning all the investments. If an early-career faculty member receives good and profound knowledge due to the appropriate support and sharing of the gained experience of more qualified colleagues or a mentor, there are more chances that this person will stay at the department for many years and teach many students. So, it means that, students, university, faculty and mentee him or herself will get benefit. But if a new faculty member is not successful, not only he or she will suffer, but the whole department, university, and even the students who will not be adequately taught (Olmstead, 1993).

2.5 Drawbacks of mentoring

Though there are plenty of examples proving the possible advantages of the process of mentoring, there are some drawbacks as well. Some researchers have found adverse effects and consequences of mentoring, namely in traditional mentoring with the dyadic character, that is, the work and professional relationship between only one mentor and one mentee accordingly (Diamond & Mullen, 1997). As stated by and Palmer (2009), this traditional dyadic model of mentoring has a serious drawback since it is outdated. The dyadic model of mentoring means two participants that are a mentor and a mentee, where a mentor is usually a more experienced senior teacher while a mentee can be an early-career faculty member without an extensive experience.

They report that this model of mentoring can be applied anymore in the system of higher education and higher education needs something new and different from that model which implies only transmitting knowledge from a more experienced teacher to a less experienced faculty member, and this looks more like a parent who protects his or her child. In the light of this, Palmer and Darwin (2009) also say that higher education needs a new way of mentoring because formal mentoring programs appeared many years ago and within this period higher

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

education underwent various changes, so mentoring programs applied at higher education should comply with the needs of the current and modern higher education.

Thus, according to Mullen (2000) new models should be created that will correspond to all modern requirements, and that will be necessary for colleagues in developing and sharing their experience. besides its outdated character, another barrier to successful mentoring is the lack of time of both mentors and their mentees (Ehrich, Hansford, & Tennent, 2004). Angelique, Kyle, & Taylor (2002) see the main problem of mentoring in finding a qualified mentor who will be ready to share his or her accumulated skills with a less experienced colleague.

The next problem of mentoring is its availability. Boice (1992) says that mentoring is available to only one-third of new teachers. Another researcher Wutoh et al (2000) conducted a survey in the US and proved that official mentoring was provided to only eighteen percent of teachers at the college of pharmacy. Sambunjak, Straus, and Marusic (2006) provided a different statistic too. According to their data, only twenty-five per cent of medical faculty was mentored. To decide the problem of mentoring availability, Boyle & Boice (1998) and Gardiner (2005) suggest implementing formal mentoring into higher education. the complicated character of studying mentoring can explain the lack of exact empirical data of mentoring. And the determination of the roles of a mentor and a mentee (Pfund, n.d).

According to some researchers, for example, Moon et al (1999) state that there is no use in mentoring at all; mentorship does not make any positive changes in the work of pre-service teachers and their attitude to their profession. The summary table of benefits and drawbacks of mentoring is presented as follows:

Table 1. Benefits and Drawbacks of Mentorship

Benefits

- ❖ Increase in productivity

Drawbacks

- ❖ Outdated dyadic model

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

- ❖ Career promotion
- ❖ Development of leadership skills, sharing skills
- ❖ Cognitive growth
- ❖ The Satisfaction of personal fulfillment of duties
- ❖ Self-confidence
- ❖ Increase of research work
- ❖ Return of investments into novice teachers
- ❖ Building strong bonds with colleagues
- ❖ Lack of time
- ❖ Finding a qualified mentor
- ❖ Availability

2.6 Criteria of an effective mentoring and roles of mentors

To make the process of mentorship effective the following five components must be taken in to consideration: personal characteristics of a mentor or a mentee, requirements of a system, knowledge in pedagogy, modeling, as many mentors serve as a model to be copied for some novice teachers and finally feedback from a mentor to a mentee (Hudson, 2004).

In addition, successful and effective mentoring consists of different attributes that must be developed for establishing appropriate research mentoring relationships between a mentor and a mentee. These attributes that constitute an efficient mentoring can lead to leading to consistency, the self-esteem of research and cultural diversity (Byars-Winston et al., 2015; Chang et al., 2011; Chemers et al., 2011; Estrada et al., 2011; Hurtado et al., 2009; McGee and Keller, 2007; Seymour et al., 2011. According to Fleming et al., (2012) and Pfund (et al., 2006, 2014a), currently, there are few methods for assessing the effectiveness of relationships

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

at different stages of a career. A handful of them was used. Some knowledge and skills of self-assessment of knowledge and skills of a mentor were suggested by Fleming et al. (2012), Pfund et al., (2006, 2014); To evaluate the skills of a mentor, his knowledge and the behavioral characteristics from the perspective of his or her mentee's view other criteria were designed by Berk et al. (2005), Byars-Winston et al. (2015), Eagan et al., (2013), Hunter et al., (2009) Lopatto (2004;). And at last, other criteria were developed to give a general assessment to the effectiveness of the relationship between the participants of the mentoring process and its quality as a whole (e.g., Berk et al., 2005). However, only a few scales of the criteria of mentoring have been approved. To identify invisible relationships between the process of mentoring and possible career outcomes of mentees, much work still remains to be done to develop and verify metrics that can be used even though these scales have a certain potential. In recent years, much more research has been done in many areas of the constituents that affect effective mentoring relationships. A selection of available metrics is available for review for each attribute (Pfund et al., 2016).

The method of using some mixed methods achieved a noticeable progress for developing and testing some certain attributes that also included the development of measures for the assessment of 1) cultural criteria within the frame of the relationship in the study (Byars-Winston et al., unpublished), 2) career coaching (Williams et al., 2015), 3) sources of self-effectiveness (Rogers et al., unpublished) and 4) integration into a scientific society (Estrada et al., unpublished).

At last, the metrics of mentoring must include measures of assessment, a mentor, and a mentee so that one can easily set the index of mentoring effectiveness. According to the results of the study, the alignment of mentoring defines the productive relationships between a mentor and a mentee (Byars-Winston et al., 2015; Pfund et al., 2006). The cooperation between a mentor

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

and a mentee plays an integral role in achieving effective mentoring. Unfortunately, the number of people who can be a good mentor and who can organize the process of mentoring properly so that a mentor and a mentee were satisfied with the results of work is not significant (Palmer). According to this, the necessity of multiple mentoring may appear, which implies people will learn not from only one mentor as in a traditional dyadic model (de Janasz, Sullivan, & Whiting, 2003).

Many people may consider themselves to be mentors for students and may even be regarded as mentors for students. Still, the person or people who perform the roles described above for this student may not be one of the “official” mentors of the student or may not have a strong relationship with the mentee. In fact, they may be an unofficial mentor involved in a short “mentoring episode” (Ragins and Kram, 2007).

The chairman and other mentors should serve as both sources of information and as advocates for a new teacher. The new teacher must have a “safe” person who he or she may ask questions or concerns without fear of influencing a career decision. In a small department, it might be advisable to ask someone from the relevant department to service like a mentor (Olmstead, 1993).

Mentors can play many roles, and, as already noted, a lack of understanding about these various roles that play in a particular context makes it difficult to study mentoring. The roles of mentors and their designations have been depicted in scientific circles and these roles included the role of career promotion, functions related to psychology and modeling of these roles. Regarding the functions related to the career these comprises a preparation of a mentee to promotion, success at work and professional achievements. Speaking about psychological functions, they comprise the efforts and trials for installing and improving personal relations that will help in their turn to achieve personal and professional success in the future. A student

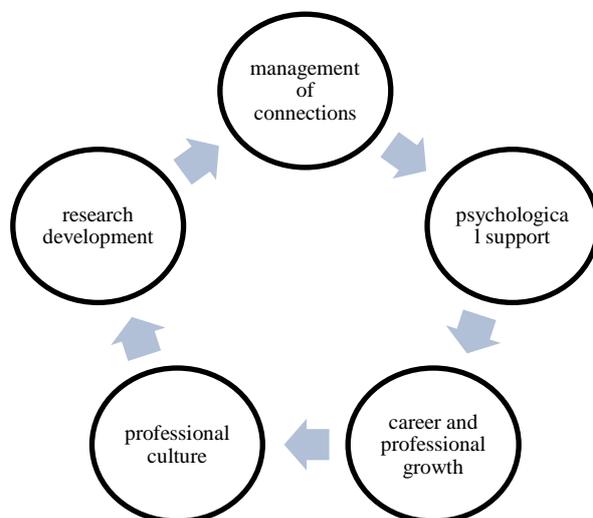
EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

who follows the model provided by a mentor can also achieve some progress and realize the goals. (Ragins and Kram, 2007).

Thiry and Laursen (2011) provided the following three roles that appear in the result of the qualitative research that they performed, these are professional socialization, intellectual support, and personal/emotional support (Thiry and Laursen, 2011). Thiry and Laursen discovered that mentors ensured the process of socialization in a professional way through the help to students in order to obtain certain knowledge and skills in a specific discipline and through the establishment and agreement of expectations as well as following behavior and norms modeling. Also mentors were reported to provide their mentees with mental support in their research project. This was achieved through the help in learning methods of research and their further application. In conclusion, Thiry and Laursen stated that students noted the importance of their mentor providing personal/emotional support and becoming a trusted adviser (Thiry and Laursen, 2011).

Studies indicate that career and psychosocial functions are the two main functional areas of a mentor's roles (see Kram, 1985; Ragins and Kram, 2007), and it has been shown that mentors performing these two roles contribute to satisfying a mentee's career (Allen et al., 2004). This given list of criteria has also been amended and changed. For example, in the review of the roles of mentoring for teachers in academic medicine, five areas of the role of mentors in the field of general research were identified and described in a detailed way: 1) management of connections/relationships; 2) psychosocial support; 3) career and professional growth; 4) professional culture/integrity of science; and 5) research development (Abedin et al., 2012).

Fig.1 Roles of successful mentors



2.7 Conceptual framework

Some universities apply mentoring to improve interpersonal relationships between their colleagues or encourage more experienced teachers to share their experience with the less experienced faculty. to achieve a certain level of professional development, a mentee and mentor have to overcome different stages in establishing their relationships. According to Kram (1985), the process of mentoring includes initiation, cultivation, separation, and redefinition Hall and Chandler (2007) conducted the study that led to the results of creating a specific formula of mentoring. The formula included several stages. According to that suggested formula, there are four main stages which must be undergone by every teacher on the way of going up along the professional path which is considered to be a navigator in their success in career (Hall and Chandler, 2007). Hall and Chandler (2007) included exploration, trial, establishment, and mastery stages in the mentoring formula. It is important to note also that according to that offered model each teacher starts from working as an assistant, who can be promoted to an associate professor with a future perspective of turning into a full professor in the end.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

The first stage of the mentoring formula suggested by Halls and Chandler (2007) is called exploration, and it implies that early-career faculty members at this stage start to explore new territory, a new profession, and new colleagues and evaluate their possibilities at work and form their own expectations about work (Baker, Terosky, 2017).

When this person overcomes the previous stage of exploring, he or she may pass on the second stage, that is called a trial (Baker, Terosky, 2017). At the trial stage offered by Hall's and Chandler (2007) it can be observed that an individual has a rising interest in the work and the duties at work as well as the performance of work itself. According to Baker and Terosky (2017), this stage defines whether the early-career faculty member falls or manages to go up. That explains the importance of supporting the faculty member at that stage and organizing this support in the form of mentorship. However, sometimes a more experienced faculty member who is considered to be a mentor to a less experienced or an early-career faculty member has no experience of being a mentor and providing the necessary support to a mentee (Baker, Terosky, 2017).

The final stage is the establishment stage, which in Hall's and Chandler's (2007) model follows precisely the trial stage. At this stage, early-career faculty is believed to have already overcome the first two stages that are exploration and trial and now is ready to learn and shape his or her professional role at the institutional context (Baker, Terosky, 2017). The Mastery stage in Hall's and Chandler's model (2007) may follow next. At the stage, the faculty members show the achievements they made in their profession or the tasks they were given (Baker, Terosky, 2017), however at this stage, they may suffer from the lack of support (Neumann, Terosky, 2007).

Fig.2 Stages of Mentoring by Hall and Chandler

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

Stage 1 Exploration (getting acquainted with people, place)	Stage 2 Trial (interest to work, decision to leave o stay)	Stage Establishment (ready to learn)	Stage 4 Mastery(achievements)
--	--	--	---

2.8 Gender mentoring

Mentoring is often considered to be one of the tools to enhance the productivity of the employees. However, men and women may act differently when they take the role of either a mentor or a mentee. Researchers (Bauer, 1999; O'Brien, 2010; Burke, 1984 and Struthers,1995; Allen and Eby, 2004) in their works proved that female and male behavior differed significantly at the stages of mentoring. For example, O'Brien singles out that men prefer to be mentors more than women who, due to their psychological peculiarities, are more likely to be led, and if they act as mentors, they (women) give more personal support rather than professional development in comparison with their male colleagues.

However, not all researchers were convinced that the differences between men and women were so evident in mentoring. In the study provided by Sosik and Godshalk (2000) the results were contradictory to the common expectations in the gender differences. In particular, the career achievements in the combination of men-men had the least success. Against expectations, Tharenou, P (2005), in his work, showed that female mentoring had the strongest effect in all the aspects than the male.

2.9 Summary

The given chapter provided general information about the phenomenon of mentorship and its various definitions that were given by different scholars. As it was mentioned before, there are not so many studies devoted to mentoring at higher education in Kazakhstan that show the importance and necessity of officially implementing it into universities. This means, most of

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

the reviewed literature was collected from foreign sources, however, the importance of mentoring was underlined.

To answer the research questions and study the process of mentoring in higher education, the research took into consideration the importance of the criteria of an effective mentoring as well as the compatibility between both a mentor and a mentee. Mentoring has two sides, the positive one and the negative, and it means that there are advantages and benefits that a mentor and a mentee and a university also can receive from the process of mentoring.

However, there is still some possibility of some problems that arose with mentoring as well. to study the mentoring at higher education, both examples of effective and non-effective mentoring were necessary.

Chapter 3: Methodology

3.1 Introduction

In this chapter, the methodology used for conducting research is presented. The methodology includes the design of the research that is a qualitative method, sampling of the participants for the interview questions, the process of data collection for future analysis and findings of the research, data analysis procedures and finally ethical considerations that were also an important part of the methodology used to ensure the respondents in their anonymity and confidentiality of the data received.

3.2 Research Design

The purpose of this study was to investigate the effects of mentoring on the professional growth of a less experienced faculty and their adaptation and socialization in a new place. The study was also aimed at looking deeper at the mentorship process in Kazakhstan and exploring the influence of compatibility of a mentor and a mentee on the development of skills and abilities acquired within the process of mentoring and the benefit the university may obtain from this process.

The study was held in Kazakhstan. Three universities were chosen due to the fact of the application of mentoring programs there. The research method that is used in the study is qualitative as qualitative research is aimed at a depth of relatively small samples selected on *purpose* (Patton, 1990). Qualitative multiple case study analysis was selected as a framework for this study for the following reasons. The differences within and between cases as well were able to be examined through a multiple case study as the aim of it was to reflect the obtained findings across cases. Cases were chosen carefully so that the researcher could make comparisons and predict similar results for some multiple cases or, on the contrary, predict opposite results that were built on theories (Yin, 2003). Qualitative study analysis has some

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

specific characteristics that are applied in this study. The Collection of data is considered to be gathered at the site (namely university) and interviewing and collaborating with the participants. These interview questions are unstructured and generally open-ended. The questions of the interview were intended to bring to light the views and opinions of the participants (Creswell, 2008). The information was taken directly by talking to the participants and personal interaction (Creswell, 2008). Having issued the research, a reader and participants as well can offer their own interpretations of the provided study. Thus, a researcher, participants, and a reader while making interpretations demonstrate the obvious view of the problem that has multiple perspectives.

3.3 Sampling

In the qualitative method of research that was chosen there are several sampling strategies such as random and purposive sampling (Flick, 2011). Namely, confirming and disconfirming cases of purposive sampling. As Patton (1990) states, confirming and disconfirming cases of purposive sampling are aimed to check the worthwhileness of any phenomena and to confirm or disconfirm its importance. Correspondingly, this type of sampling helps to look deeply at the effectiveness of mentoring at higher education in Kazakhstan. In the conducted study, the purposive sampling was chosen as the participants were selected intentionally to show the functioning of a particular program (Creswell, 2012). Twelve participants were chosen to illustrate the effectiveness of non-official mentoring programs applied specifically for early-career faculty at higher education in Kazakhstan.

The respondents were presented through six pairs of a mentor and a mentee. The participants were invited from three universities in Kazakhstan. Mentors included experienced teachers while mentees were young teachers who had just begun their professional activity or who had had a small-scale experience of working at the university. The purposive type of sampling

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

that was chosen for the research meant that a researcher addressed only those people who the researcher considered him or herself useful in obtaining the necessary information and who could share that information with the researcher (Kumar, 2011). Thus, the researcher recruited the participants by sending invitation letters to the heads of the departments through emails and later negotiating with the heads of the departments and administration of the university in case of a positive answer. The researcher also used personal connections in selecting participants. This suggests that the researcher invited the teachers who had experience of either being a mentor or a mentee and who were familiar to the researcher and were gatekeepers.

3.4 Data collection

There are five steps in collecting data in a qualitative method, according to Creswell (2012). These steps include the identification of the participants and sites involved in the research, gaining access, and receiving permission, followed by designing protocols and instruments for an interview, and finally respecting the ethics issues.

The method that was chosen for conducting the research is semi-structured interviews. The semi-structured interviews are aimed at collecting subjective information from the respondents concerning a particular phenomenon (McIntosh, 2015). According to Longhurst (2016), semi-structured interviews are the verbal communication between an interviewer and an interviewee aimed to obtain information through asking and answering questions, and the participants are offered to determine the importance of the issues themselves.

Collection of data is considered was gathered at the site (namely university) and interviewing and collaborating with the participants. These interview questions were unstructured and open-ended. The researcher collected the information directly through

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

talking to all the participants and personal interaction. The instrument that is chosen for collecting data was protocol.

3.5 Data analysis

The researcher analyzed all the data manually, and the process of analysis included recording, transcribing, and coding of the information. To make the analysis more efficient, the researcher identified the answers of the participants into categories. As it is known, qualitative research is called “interpretive” research, which in other words, means that a researcher makes an analysis of the personal interpretation of the received data. (Creswell, 2012). All the received data was presented further in the findings chapter. The researcher chose the juicy quotations to illustrate the most essential points and opinions of the respondents that were very helpful.

Having received the data, the researcher asked some participants to provide member checking to ensure the reliability of the research data. Creswell (2012) defines member checking as an opportunity for other participants to check the credibility of the research at the request of a researcher.

3.6 Procedures

Collection of data was gathered at the site (namely universities) and online with those participants who were not able to meet face to face. Data collection was preceded by an ethics approval certificate that was approved in November. Having received the ethics certificate, the main data collection process that was presented through the form of interviews with the participants started. Based on the information collected from the participants followed the coding process. Before beginning the research, the researcher obtained permission from the heads of the departments and invited to participate, the teachers who the researcher knew personally and who were gatekeepers of the research and provided the entrance to some

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

departments. After the permission for conducting interviews at the university has been approved from the administration of universities, the researcher chose the departments where the non-official mentoring was held.

The researcher used recording procedures with the permission of the participants that were very helpful in the further process of transcribing. Before starting the interview, the participants got acquainted with the consent forms and signed them up. For conducting my interview, the researcher prepared an interview protocol in three languages with the instructions for the process of the interview. After the data have been collected, the researcher transcribed the obtained information by converting the audio record into the text. The next step was coding the data. Codes were used to cipher the names of the participants and their gender and the departments and universities where the participants worked. Faculty members and their mentors were asked to participate in the study voluntarily. Some of the participants are contacted by the heads of the departments who were the gatekeepers.

3.7 Ethic considerations

To safeguard the rights and private information of the respondents prior to the conducting of the research, there was approval from NUGSE Research Committee. The researcher followed all the instructions of the Institutional Research Ethics Committee of Nazarbayev University (retrieved from <https://nu.edu.kz/wp-content/uploads/2017/12/IREC-Procedures-20.02.2018-Posted-on-IREC-Webpage.pdf>)

The participation of the interview was voluntary and without any coercion. The interviewees agreed that the interview would be recorded and scientifically analyzed afterward. The researcher informed the participants that having finished the recording of the interview, participants could ask the researcher to erase some parts of the interview answers. The participants were also told that the recorded answers would be stored by the researcher in an

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

electronic version and would be deleted at the end of the study. Only the researcher and his or her supervisor will have access to the data and the password of the laptop with the kept data will be known only by the researcher. The researcher explained to the respondents that all the received data would be used only for scientific purposes. To ensure the participants in the anonymity of data analysis, the researcher hid the names and locations of the universities in the transcription of the interview. All the participants were coded into Mentor 1, 2, 3,4,5,6, and Mentees correspondingly. Three universities were coded as University X, Y, and Z. Contents forms were sent to all the participants before the interview process. the interviewees were told that they were able to revoke the participation at any time of the interview or to annul the declaration of consent completely or partially for fourteen days.

That proves that the research was conducted openly and without any coercion or deception. to secure the participants from any inconvenient questions during the interview, all the participants were provided before the interview and data collection. In this way, all the participants were ensured that their involvement in the study had a voluntary character, and they felt safe from the leak of confidential information.

Besides, as it was said before the participation was voluntary, and it means that if the participants decide to refuse to be interviewed, there was no penalty. to minimize the risks of being recognized by other participants, the researcher used a coding of the interviewees and the universities so that the participants and readers may not guess and predict the answers of the other interviewees. In addition, the department where the participants work, was not defined directly so that the readers of the publication were not able to identify the individuals who participated as an interviewee. The confidential information may be disclosed only to the participants so desired in any other case it must stay anonymous and confidential.

3.8 Summary

Overall, the given chapter described the main methodology used for conducting the current research, which was aimed to study the importance of mentoring for early-career faculty at higher education in Kazakhstan. First of all, in the chapter, there is an explanation of the choice of qualitative method in the research design section. In addition, there is a description of sampling procedures within the process of selecting participants as well as the explanation of applying purposive sampling and the section of data collection itself, followed by data analysis that was further used in the findings chapter.

The procedures, including recruiting of the respondents, recording, transcription, and coding of the ascertained data from the participants, were presented in the chapter as well. Finally, the researcher provided the ethical section, which comprises the illustration of the whole steps undertaken to safeguard participants' rights.

Chapter 4: Findings

4.1 Introduction

The chapter provides the findings obtained from interview questions that were discussed in the previous chapters. The main aim of the research was to study the effects of mentoring in Kazakhstan at higher education institutions on the professional growth of less experienced faculty and their adaptation and socialization in a new place. To look deeper at the mentorship process, it was necessary to analyze the possible benefits and drawbacks of mentoring for both, i.e., a mentor and a mentee, where much depends on their compatibility. The main question of the research was

How a mentoring program applied to higher education institutions can help faculty members achieve success at the university?

The questions that were used in the research work were as following:

- 1) What role do professional relationships and personalities play in successful mentoring?
- 3) What are the criteria for successful mentoring?
- 4) What pitfalls and benefits do both a mentor and a mentee encounter?
- 5) To what extent is the professional relationship between a mentor and a mentee, and the compatibility of personalities, important in establishing an effective mentoring program?

In order to find the answers to these questions, I interviewed several participants from three different universities of Kazakhstan (university X, Y, Z correspondingly) in order to give their opinions on the effectiveness of implementing mentorship in higher education of Kazakhstan and the benefits and challenges and pitfalls they received from the experience of mentoring or being mentored. The participants were pairs, i.e., a mentor and a mentee, and they gave their assessment of the mentoring from their own side and view.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

4.2 Benefits of mentoring

To start with, all 12 respondents highlighted the benefit they received from being a mentor or a mentee. Most of them spoke about the benefit in professional growth and development. The last question in the interview questionnaire was exactly about the benefits. And both mentors and mentees gave a positive answer. However, the study showed that mentees received more positive results from mentoring than their mentors. The findings are based on the conceptual framework by Halls and Chandler (2007), who singled out four main stages of mentoring for an early-career faculty, those being exploration, trial, establishment, and mastery stage. It is important to note that benefit includes several aspects for both mentors and mentees.

4.2.1 Professional growth and development

As one of the research questions was about the professional benefit and achievements that the participants received within the process of mentoring, all of them admitted possible benefits in their professional growth and improvements at work with the help of mentoring that can be better seen at establishment and mastery stage. Still, only four mentees of six were satisfied fully with the advances in their career. To prove that, one of them started to improve the preparation of their lessons, while others obtained help through developing disciplines together. For example, Mentee 1 from university X said about mentoring and its benefits mostly in terms of “professional development, professional adaptation, what of course are main criteria for a new faculty member.” Mentor 1 also adhered to the same opinion. Mentor 1 relates his/her own benefit in the following way: When you are a mentor for the other teacher and teach him to pass all documentation and reports in time, you will do it yourself too, I mean, you become more disciplined yourself”

Four mentees out from six managed with the work they had never done before with the help of their mentors. For example, Mentor 2 from university Z developed individual elective courses

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

and glossary and achieved the establishment and mastery stage (Halls and Chandler, 2007) as some achievements were reached. Many organizations suffer from a big workflow nowadays, but effective mentoring can save the employees, that is where the trial stage (Halls and Chandler, 2007) happens when the mentees decide whether they stay or not and start to understand deeper their duties at work. Mentor 2 from university Z also noted the positive benefits for the mentee 2 from the mentoring and shared that *“The most important thing that I would like to note is that all my mentees keep on working at the department and it means we do not have a big workflow”*. However, Mentee 2 received more benefits than Mentor 2. Speaking about professional development Mentee 2 also noted significant benefit and said that the Mentor helped to *“compose the curriculum of the discipline for various specialties, to concisely state the essence of work in reports, to compile collections of conference materials, as well as to compose educational and methodical complexes (together with colleagues)”*. Also, the mentor helped the mentee to improve the educational skills at the university. Going further, Mentee 3 from University Y answered that all benefits from mentoring are invaluable. And I would like to quote Mentee’s 3 words: *“I hope that we will maintain our relationship and that I will also be able to educate someone other than my students in the future”*.

Mentee 3 speaks about the benefit for everybody and underlines the importance of benefit not only for the professional or personal development of the faculty or the easing of the process of adaptation or socialization but the benefit in general as the mentee considers the big benefits of mentoring in a global way and underlines its importance for future young people who will definitely meet some problems at their exploration and trial stage that are the stages when they will start to explore the new work, colleagues, acquaintance with their work duties (Halls and Chandler, 2007) . Mentee 4 from University Y as well found some benefits in mentoring

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

professionally: *“with our mentor how we conduct and prepare for classes, improved my teaching methods, and taught me valuable advice mostly about personal relationships and work with students”*.

Speaking about professional benefits for a mentor, mentor 5 from University Z accentuates on the refreshing of the previously studied materials that can serve well for the career. Mentee 5 says about the improvement of preparation to the lessons and the way of teaching due to the help of being mentored: *“Yes, the mentor shares the best practices and practical materials, which allows you to better prepare and make a similar lesson plan on other topics”*.

Speaking about the last pair, Mentee 6 again underlined the importance of the personal relationship between a mentor and a mentee and admired the way the Mentor acted so that anyone can learn to copy the way of communication, attitude to work that will also be beneficial in case the mentee achieves the mastery stage and heads any of the institutional departments.

4.2.2. Personal developments

Alongside the above-mentioned professional development, six mentees mentioned their personal developments and improvements due to the process of mentoring that was held at their universities. Notably, they received it at the very beginning, which is the exploration stage (Halls and Chandler, 2007). Mentor 2 states that *“I would like to note a good microclimate at the department as mentoring helps to establish positive personal relationships among employees”*. That proves the importance of proper mentoring in the department. Some positive changes happen with mentees with the help of their mentors. One mentor saw changes of the mentee within the process of mentoring, although the mentee even did not know and guess about them or was shy to admit it. Mentor 3 informed me that the mentee was *“a very modest person and needs time to be pushed to understand a new subject....* But

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

now the mentor noticed how the mentee is becoming more and more confident in each task.”

Five mentors noted that there was some benefit for a mentor, too, as a mentor learns from a mentee. However, one mentor gave a neutral answer about any benefits obtained from mentoring: “*More yes than no. Mentoring is not a burden*”. Mentor was satisfied with the overall results and consequences coming from mentoring, especially with the positive results and small achievements of the mentee.

The biggest benefit from mentoring according to Mentor’s 3 opinions is personal respect and relations: “*Of course, I did not receive any monetary compensation, but on the other hand, it was respect from the mentee and the strengthening of our relations, which is also important in our work*”. Unfortunately, mentoring is not paid at universities, and mentors do not receive any bonuses to the salary. Mentor 4 also considers the emotional state and even the improvement of the emotional state “*...I felt younger with my mentee...*” Mentee 4 sees personal benefit in the way of future prospects and appreciates the importance and value of mentoring as a mentor can characterize his or her mentee in a positive way so that it can bring some future benefits in the career promotion. According to the received data, all the pairs who agreed to give interviews were in good relations and overcame exploration, trial and establishment stages together.

4.2.3 Adaptation and socialization

According to Halls and Chandler (2007), this stage comes first and is called exploration. Together with the personal and professional benefits that were presented above, six mentees added that mentors eased the process of adaptation and socialization of early-career faculty with the help of mentoring: All of the participants named adaptation as one of the benefits that they received being early-career faculty. Mentors saw their mission of mentoring in helping novice teachers in adapting to new environments too. For example, Mentor 2 stated: “*that my*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

mentoring helped my mentees to adapt to new colleagues apart from professional benefit”.

Some mentors were more concentrated on the help of socialization of their mentees. Mentor 4 tried to make this process fast and not complicated by using her own connections: *“I think that among colleagues my mentee received respect and the head of the department is also pleased with my mentee’s work.”* And Mentee 4 contested that: *“The understanding of my department duties improved and it was generally easier to join the team and the department’s work”.* It proves that all mentees wait from their mentors that they will give them a hand and help in being introduced to new colleagues and sometimes to the norms and customs of a new place, and it is seen that mentees highly need this support at the exploration and trial stage.

4.2.4 Research work and scientific life

Research work at higher education in Kazakhstan needs special skills and knowledge, especially for novice teachers. Along with professional and personal development and the easing of the process of adaptation and socialization, mentorship can bring other benefits like improvements in the research work and scientific work of a mentee. As evidence of this, two mentees admitted that they received certain benefits in research work. Mentee 2 said mentoring taught me to be more competent in a scientific world and establish professional contacts and conduct more extensive research. And while mentee 2 sees it the biggest benefit, the mentor is proud that the mentee decided to work at the department and did not leave it after the first year of work. Both Mentor 4 and mentee 4 said that research work skills improved apart from professional and personal benefit from mentoring. To do that, the mentor even helped his/her mentee to choose a university to publish the work.

4.3 Criteria for successful mentorship

4.3.1 Perception of mentorship and criteria

To understand the benefits and pitfalls of mentorship, one must define the main criteria and attributes of successful mentoring. In other words, it is necessary to see what constitutes a proper mentoring and what is successful mentoring. First, as Mentee 1 said: *“I think mentoring is part of our life that is always besides us and we can’t deny the fact that it exists formally or informally between us in every activity”*. Some of the participants consider mentoring as an integral part of our lives, and others see the most essential feature and goal of the process of mentoring in its psychological support. To prove there are the words of Mentor 2 presented below:

“For me being a mentor with my mentees is more important than just a senior teacher or a teacher with a bigger experience. I do not feel like if I know more than my mentees, I need to press them with my knowledge and opinion that I consider the only right thing. On the contrary I try to do all my best so that my mentees are not afraid of me to ask me a question or share their personal or professional problems...”

From this perspective, one of the criteria of successful mentoring is the trust between a mentor and a mentee. Besides trust that was mentioned as a criterion of a successful mentoring Mentor 2 also highlighted the frequency and regularity of the process of mentorship. Thus mentor 2 states that the more experience you have as a mentor, the better mentor you will be in the future: *“I act as a mentor more easily and better through the time”*. The third criterion of successful mentoring again presented by Mentor 2 is personal compatibility: *“If a mentee does not like a mentor, the last cannot teach anything”*. Mentees take the process of mentoring very seriously as they understand that they will not always be early-career faculty and one day they will have to act as a mentor for some newly come teachers too. Mentee 3

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

considers mentorship as “*an opportunity for growth*”. Mentee 3 appreciates the support and help because “*mentee can turn a mentor too one day*”, that is why Mentor 3 learns as much as possible from the mentor in order to “*become an ideal mentor for a future mentee*”. Notably, but sometimes appearance plays an important role in the success of the process of mentoring. For example, Mentee 6 while describing Mentor 6 mentioned that the mentor as “*A highly qualified specialist, a wonderful leader, a man of speech and deed, never giving freedom to emotions, is open, polite, competent, always looks great, polite to everyone in her environment, punctual, sociable, modern*”.

For some respondents, mentorship is similar to training or coaching, but mentoring is held directly in the workplace and with regularity: “I think that mentoring takes place occasionally, from time to time, there is no regular work. I think regularity is necessary”.

4.3.2 Characteristics of mentors for successful mentorship

It is crucial to take into account the characteristics of mentors that constitute the criteria and attributes of a proper mentoring leading in the future to success at work and professional and personal development. Mentee 2 highlights the ability to learn from the mentor one of the main criteria of a beneficial mentoring. Here are the cited words of Mentee 2: “*My mentor always shows the best skills and knowledge taking part in various scientific conferences, seminars and congresses of a very influential level. There is always something that one can learn from my mentor, including the manner of behavior in the academic environment, the academic vocabulary. My mentor is one of the best and leading scientists in Kazakhstan*”.

Moreover, mentees see the importance of a mentor is to be patient and non-authoritative as it can create misunderstandings and conflicts between a mentor and a mentee: “*All the recommendations by my mentor are given in a polite and delicate way so that you want to follow them because there is no press from the mentor, but there is a strong desire to help in*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

order to achieve our common goal”. (Mentee 2). A mentor who is friendly and open to the mentee is able to establish good, trustworthy relationships with a long perspective of successful mentorship. Mentee 2 explains the productivity of the mentorship through the lenses of personal communication and characteristics of the mentor, who is described as *“My mentor is a very friendly person with high moral principles and responsibility. My mentor always follows the methods of fair, sensible, and adequate management.*

Five of the interviewed mentees gave positive characteristics of their mentor. The most common features that could describe a competent mentor include responsibility, friendly manner of communication, readiness to help, and, of course, professional competence. For example, mentee 3 characterized Mentor 3 like *“is a person who is one hundred percent devoted to the work and always tries to think through everything to the smallest detail and prepare for equal responsibility”*. Another important criterion of successful mentorship that directly depends on the personal characteristics of a mentor is support. When Mentee 5 was asked to describe Mentor 5, the mentee responded in the following way: *“...probably the most important thing in the mentor is not just the transfer of knowledge or any skills and abilities, but the most important thing is the support in my endeavors before the administration and the head of the department”*. Early-career faculty are frequently afraid to ask the head of the department, so mentors can act as a mediator.

4.4 Challenges and pitfalls of mentoring

As it is said, every coin has two sides. That means mentoring implies not only some benefits but challenges and pitfalls as well. Among the challenges and pitfalls of the mentoring process, both mentors and mentees recognize some personal challenges, professional challenges, lack of time and mismatch of their working schedule.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

4.4.1. Personal challenges

As a result of interviewing four participants confessed that the main challenge was to make a mistake. Some mentors explain it by the professional habit, which means teachers are supposed to know everything and they feel ashamed when they make a mistake. As an illustration, there is a quotation by Mentor 1: *“Probably, we teachers have a fear at a professional level. We, as students, are afraid to make a mistake and look embarrassed or insecure, especially in front of another teacher”*. The same answer was also given by almost all mentees who are early-career teachers. At the beginning of the mentoring process, most of them were afraid of their mentors even if they considered them friendly and open colleagues. Mentee 3 commented on the first challenges in the following way: *“there was a fear of appearing insufficiently competent. I thought interrogating constantly could be an inconvenience to a mentor”*. Whereas some mentees suffered from asking a question, their mentors also felt confused when they saw some fear of the mentees in front of them. Mentor 2 said that *“the most difficult thing for me is to find my mentee, to find an approach to develop a personal trusting relationship with your mentee”*. Sometimes the pair mentor-mentee did not have current personal problems; however, they could remember about their previous experience of being a mentor that was not pleasant. For example, Mentor 6 shared the previous experience of mentorship in the following way: *“And from the experience of previous years, the most difficult thing in my practice of mentoring was the willingness of a young teacher to listen to the recommendations of a mentor”*. While some mentees were fighting with their fears, other mentees faced a problem of accepting criticism from their mentors. Namely, Mentee 2 shared that *“In my opinion, the most difficult thing for me was to cast aside my subjective view of criticism and comments and realize that all this is necessary first of all for me, and not for the mentor”*.

4.4.2 Professional challenges

Professional challenges were presented through ignorance, and, hopefully, mentees realized the full responsibility of teaching and did not neglect it. Three mentees shared that they faced some challenges in a professional sphere. Mentee 3 in the interview explained how important is to overcome the fear of looking non-competent or even stupid in front of a more experienced colleague: *“Ignorance is reflected in the work and our students who will not be satisfied with their teacher and later the university itself will suffer from this in the first place”*. Thus, it comes clear that not only the mentee can suffer from a poor mentorship, but the whole organization of the university if its students do not consider the faculty as a professional team. Since mentoring is not well developed in Kazakhstan, not many people pay much attention to this. As a result, early-career teachers may often stay without support from their senior colleagues. Mentee 4 underlined that *“Unfortunately, due to our teaching activities, we tend to think more about students and do not think that any of our colleagues also need support, especially young specialists”*. In other words, the profession of teaching makes teachers think more about their students and forget to share the experience and support of their colleagues. Sometimes mentors are assigned because of their big experience or long years of work at the university. However, the modern system of education implies constant development and mobility. More and more young teachers prefer to have experienced mentors who have some education abroad or who have passed different training in professional development in other countries. Mentor 4 sees the professional stagnation as one of the main problems of mentoring among mentors: *“If a teacher worked all his or her life at a university and practically did not leave the native country and at the same time teaches a foreign language, then this person simply cannot be a leader for our mobile young teachers who crave new foreign experience. Therefore, it is important for us to develop ourselves”*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

4.4.3 Time and Schedule issues

The time lack turned out to be the next pitfall in the process of mentoring for both mentors and mentees. Four mentees had a hard time establishing proper hours for the meetings with their mentors. Mentors were busy with their own work, work with students or some department questions that baffled regular meetings with their mentees. For example, Mentor 1 complained that because mentoring is not paid; additionally, there is no special time for that, and mentors have to provide consultations within their free time: *“I am very busy at work, we all have a lot of work. I am not saying that I do not want to share my knowledge and experience. But every problem is caused by the lack of time. Sometimes during a big break, you want to relax, but you have to answer questions of your mentee”*. The lack of time caused some misunderstandings between a mentor and a mentee as they had to find free time for consultations, and it could stop the project that they were doing together. Mentor 3 came up with that problem: *“Probably the most difficult thing for me was the lack of time. Because it seemed to me that I myself would have organized everything much faster since I already have a lot of experience and here, I had to slow down, wait until the mentee will figure out other issues and will be able to participate in our common project...”*

Two mentees and mentors faced the problem of the schedule mismatch. That means if a mentee had some free time, a mentor could be at the lesson and vice versa. This influenced their meeting frequency and sometimes caused misunderstandings and even conflicts between a mentor and a mentee. Mentee 1 also suffered from the schedule mismatch problem: *“may be one of the pitfalls was that I had to arrange my time according to the schedule of my mentor and sometimes I was looking for the mentor at the department, I had to try to fix the time myself so that the mentor should not be busy at the moment.... and my mentor was not busy with working with students or busy with filling the registration form.”* Mentee 5 underlined the

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

problem of different time schedules as well: *“We often see each other at the department, but there is no time to discuss our issues sometimes.”*

4.4 Compatibility between a mentor and a mentee

12 respondents, both mentors and mentees, paid considerable attention to personal relations. In general, all the interviewed respondents gave positive characteristics of their mentors or mentees. However, there were some cases when a mentor considered the process of mentoring to be done in an unsuccessful way. For example, Mentee 6 was a bit disappointed with the attitude of the mentor. At the same time, the mentee described the mentor 6 as a responsible and friendly person who is a good professional but wished that mentor had paid more attention to the asked questions and had had more consultations *“I understand that my mentor is a very busy person and does not have a lot of free time but I would like more attention, I mean some more meetings, consultations. Sometimes I am a bit confused about which to address for help....”* However, the mentor does not see any problems with a mentee and for the question about any pitfalls of mentoring said that: *“I did not have any problems with my last case”*.

Most of the interviewed participants had some misunderstandings at the beginning of the mentoring while they were getting used to each other. The pair mentor 1-mentee 1 managed distinguished personal and working relations in order to let the process of mentoring go in a proper way. Mentee 1 mentioned that *“Of course we are very different, but it did not come as a reason for spoiling our mentor-mentee relations. But we understood that we are not friends or relatives, we are just colleagues and that is just our job”*. While mentee 1 was very laconic and concise about the problems, Mentor 1 explained how the psychological mismatch between a mentor and a mentee might influence the microclimate of the department as well: *“It was difficult from the psychological side. We could not find a common language. We did not*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

understand each other. My mentee could come to me with questions on filling out a journal or on any particular discipline, but I was busy. And I could not answer. Then my mentee went to the head of the department with this question. Then the head of the department asked me why my mentee distracts with questions”.

Compatibility between a mentor and a mentee plays an integral role as the positive one can have beneficial consequences. Mentee 3 did not face any problems with communication with the mentor, and they established very warm relations: *“First of all, my mentor was like a psychologist to me. I could tell my mentor about my problems with students or colleagues”.*

Early-career teachers were mostly presented by those who had been working at the university for almost one year. The problem of generations also could influence the compatibility between a mentor and a mentee, where the last can be young and not ready to accept the criticism of the mentor. But if a mentor is wise enough and patient, even this situation can be smoothed. As an illustration, there is a quotation by Mentee 4 who said: *“And as I said, the main thing is to be open to dialogue. And thanks to the patience of the mentor and the discussion of controversial issues, we came to a common opinion. It is still difficult for me, but I'm learning”.*

In the final analysis, all the respondents managed to establish relationships, even if these relationships were not ideal and friendly, they did not turn into hostility between a mentor and a mentee. However, one of the colleagues as Mentee 4 said, was not compatible with the mentor and now this person is thinking of changing a job: *“But I want to say that in general, our mentorship is going well. One of my colleagues who started to work together with me cannot find the common language with the mentor and the colleague is very disappointed in working at university at all”.*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

It is important to note that the compatibility and the support was one of the main points in establishing good mentoring relationships which in general proves the hypothesis provided in the literature review section where Allen and Eby (2004) state that women provide more psychological support due to their supportive and nurturing nature.

4. 5 Suggestions and recommendations of respondents

While answering the interview questions about the benefits of mentoring and the main challenges that they faced within the process of mentorship, all the respondents suggested their own ideas of improving the organization system of mentoring.

As mentioned above, in the section of the challenges of mentoring, mostly all respondents suffered from the lack of time and mismatch of schedule. Therefore, the most popular suggestion and the recommendation was to establish some specific time for providing consultations with mentees. As an illustration, Mentee 1 suggested, “... *it would be better if there was a special fixed time, for example one hour or two hours per a week when a mentee could come and ask his or her mentor, it would have made the work better and more productive*”.

Another suggestion was the monetary award or compensation for mentors. Many mentors complained that they spend a lot of their free time with their mentees, but this time is not paid. The voluntary work of mentorship could sometimes lead to neglect from the side of mentors. As an example, Mentor 1 says the following: “*As I have told before, mentoring is not paid at our university. I know that in some universities abroad mentorship is obligatory and paid. It would be better if mentorship was paid; maybe there would be more people who wanted to be a mentor*”.

Some mentors and mentees mentioned the non-organization of mentorship. They explain it by the absence of obligatory official mentorship and therefore suggest working over the

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

organization of mentorship at universities. Mentor 6 said: *“Mentoring is not well developed in our country; I mean at universities. That is why every mentor makes his or her own plan. I think the future organization of mentoring and approval of it at least at the departmental level will bring much more positive results”*.

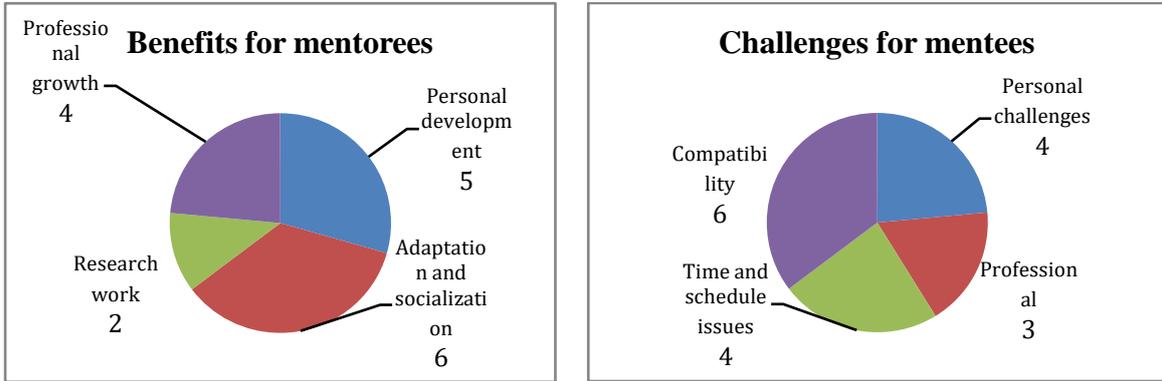
4.6. Summary

The chapter provided the findings that were obtained from the research about mentoring at higher education in Kazakhstan. The main question of how a mentoring program applied at higher education institutions can help faculty members in achieving their success at working at the university was presented through the interview of twelve participants. According to the obtained data there are some benefits and challenges in the process of mentoring. The benefits include professional and personal improvements, adaptation and socialization of early-career faculty, improvements in the research work with the help of mentors. Alongside the received benefits, the respondents singled out some challenges and problems that they had to overcome during the process of mentoring. The problems could be divided into personal, including compatibility between a mentor and a mentee, professional challenges, and the lack of time due to a big load of the faculty and the mismatch of the schedule of a mentor and a mentee that also prevented them from successful mentoring experience.

To achieve success, mentors must be compatible with their mentees, and mentees also highlighted the importance of characteristics of a mentor. In general, the words of mentees must be supportive, friendly, and open to dialogues, non-authoritative, and even good looking as it turned out. It was also found out that the pairs where a mentor and a mentee were not compatible refused to take part in the interview while their colleagues informed them about some personal problems between them.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

Table 2. Benefits and challenges of mentorship



As it was seen from the findings, the professional compatibility between a mentor and a mentee plays an integral role in establishing an effective mentoring program.

Some of the respondents also gave their suggestions on improving the process of mentoring at higher education in Kazakhstan, for example, they suggested to implement it officially and paid as it will increase the number of people who will want to act as a mentor and besides all this allot a special fixed time for consultations with mentors.

Chapter 5 Discussions

5.1 Introduction

The following chapter provides an analysis and interpretation of the findings of the completed research. These included the limitations of the study and recommendations related to the necessity of implementing mentoring at higher education in Kazakhstan for early-career faculty to enhance their productivity and success at work. In addition, the given chapter explains the research questions that were specified at the very beginning of the study.

The researcher highlights high importance of personal characteristics of mentoring as well as compatibility between a mentor and a mentee, and this chapter illustrates that due to the answers received from the participants in the course of the interviews.

5.2 Mentoring: Policy issues

Villani (2002) highlights the importance and necessity of implementing mentoring and dislocating it from the lower level to the central place. She states that early-career and novice teachers need professional and structural help. As the profession of teaching has always been developing, it leads to a better understanding of the steps and stages of professional learning and career, and it was admitted that the very first years of working were critical in further development. Glover (1995) states that the professional mentors at schools and special professional tutors in Higher Education Institutions are in charge of integrating the employees into these organizations. To develop the competencies of teaching any subject a specialist who will connect a new teacher with a tutor of the same subject must be appointed directly or a professional mentor is required to be appointed.

As the research shows, more experienced faculty often do not take care of novice teachers. Most mentoring programs are focused at the development and assistance of students by their professors at higher education institutions. To illustrate these two of twelve participants

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

admitted the negligence of early-career problems by more experienced faculty and placing students and their issues to the top of the hierarchy in the learning process. However, Rodney (2010), in her work, describes the mentoring program applied especially for African Caribbean students to create for the students safe and comfortable conditions for learning. The pilot program included the records of meetings. Mentors were not chosen randomly, on the contrary the choice was made carefully, and once the mentors were appointed, they had to sign a Code of Conduct (Rodney, 2010). According to OECD (2017) applied in the literature review, there must be some benefit for the universities, but most are implementing peer, not faculty mentoring programs.

According to the data received and the interview with the participants in Kazakhstani universities, there is no special official program for mentorship related to faculty members. The whole process was informal, and most of the mentors, as reported by the respondents, were appointed by the Heads of departments independently from mentees. The interviewed mentors admitted the fact that they did not have a specially developed plan aimed at improving and implementing mentoring programs in higher education institutions of Kazakhstan. Lack of time and time mismatch were some of the challenges they faced within the process of mentoring. To escape that in the future, both mentors and mentees come to the conclusion that there must be a certain organization of mentoring programs, developed and approved by the Head of the departments. Thus, the conducted research proves that some new models of mentoring must be implemented that will correspond to the modern requirements of higher education (Mullen, 2000).

5.3 Approach for faculty mentoring programs

To begin with, faculty mentoring programs are not much developed in Kazakhstan. Because of the paucity of studies on the basis of Kazakhstani universities, the universities where the

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

research took place to apply only informal mentoring among their faculty were in all the cases; mentors were appointed randomly by the head of the department. Zellers et al. (2008) specify that the evolution of mentoring into partnership has led to the exchange of knowledge and obtained skills not only from a mentor to a mentee but also from a mentee to a mentor as well.

As it was previously discussed in the Findings Chapter, mentors also benefit from faculty mentoring. It must be taken into consideration that faculty mentoring is not monetized, and the approach of mentoring in the universities where the research took place was not developed. Some of the mentors would like to improve the process by paying teachers who act as mentors to the early-career faculty some additional fees. It is interesting to note that this is not much mentioned in the available literature, that were the recommendations made by the respondents, as in many other countries mentoring is paid. However, a new law was adopted in January 2020 in accordance to which the teachers will be paid additionally for the mentoring (https://www.inform.kz/ru/za-nastavnichestvo-i-podgotovku-k-mezhdunarodnym-olimpiadam-pedagogam-vyplatyat-doplatsu_a3601255). So, it means soon the mentoring might take a new form and transfer from informal to formal mostly.

The next step that would also influence the development of the implementation mentoring programs is to change the approach for faculty mentoring. As it comes from the research findings, mentors were not satisfied with the fact that the Head of the department appointed most of them without their consent, and it was obligatory, so mentors could not refuse from additional duty. The approach of mentoring in the universities observed in the research was not structured or had an approved protocol for providing it.

In other words, according to the received data mentoring at higher education in Kazakhstan is recommended to be voluntary, well organized, and structured as well as paid in order to motivate the faculty. This conclusion goes in full coincidence with the suggestions

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

of Boyle & Boice (1998) and Gardiner (2005), who see the decision of the problem of mentoring in transferring the non-official mentoring into formal regularity approved by higher education institutes.

5.4 Compatibility between a mentor and a mentee

The study provided on the basis of three Kazakhstani universities covered the interviews with twelve participants. It is important to note that all respondents who agreed to take part in the research process were in good relationships with each other. None of the interviewed faculty gave a strong negative characteristic of their mentors or mentees. However, it does not eliminate the fact that all other mentors and mentees who were not asked can boast good and trustworthy relations too. To prove that one participant underlined the importance of compatibility between a mentor and a mentee on the example of one pair who could not manage to establish the right connections with each other and the mentee even gave up teaching.

Nakkula & Harris (2010) include compatibility between a mentor and a mentee into two other factors as competence and satisfaction. However, the respondents did not mention competence between a mentor and a mentee. All of them highlighted the importance of personal compatibility in establishing a good relationship between a mentor and a mentee, that further lead to a professional or personal or scientific development. It proves that compatibility enables the determining of professional relationships and accelerates the process of social and personal adaptation of novice teachers. According to the model of mentoring provided by Hall's and Chandler (2007) and that is described in a detailed way in the literature review section, mentees need the support from their mentors at the second stage the most, i.e., the trial stage. both a mentor and a mentee must be in good relations so that the mentor can support his or her mentee, and this mentee will not disappoint in the chosen career.

5.5 Role of mentoring in faculty professional development

Sands et al. (1991) identify four roles of mentors. The first type is a “Friend” who guides a mentee through building relationships with colleagues and supports them with advice. The second type is a “career guide” the mission is to assist in a mentee’s promotion and career development. Type number three is “information source” who provides essential information about publications; and the last type is “the intellectual guide” who directly relates to assessing and giving constructive criticism. According to the received data from the answers of mentees the dominant part of them admitted the most crucial role of a mentor is in being a friend. Besides, the provided research demonstrates the correspondence with the point of view presented before in the literature review section, such as mentoring brings benefit to mentees and mentors and the university in general by the development of the skills of sharing experience, skills of leadership, personal growth and satisfaction of personal fulfillment of work duties (Dolan and Johnson, 2009; Eagan et al., 2013; Laursen et al., 2010). All of the respondents, both mentors and mentees, received their own benefit in a certain amount, and this helped them to try their skills or even improve their self-confidence as De Vries (2005) saw the benefit of mentoring. It is impossible to neglect the observations made by Gardiner (2005) who sees the connection between mentoring and the increase of scientific research that was not the most popular benefit according to the answers of the respondents; however, the findings proved the improvement of scientific work at the departments too.

5.6 Challenges and recommendations

Apart from all the listed benefits that were also mentioned by the participants of the interview for the research conduct, there were some pitfalls of mentoring too. The widest spread challenge of the process of mentoring, as said by Boice (1992), was its availability. And that is true according to the received data, as most respondents highlighted the lack of

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

time as the biggest challenge in mentorship. Not all of the mentors were always available, and the problem of the schedule mismatch made mentoring sometimes less available as the mentees expected. Moreover, mentoring was not officially established in the chosen universities where the research took place. It meant that not all the departments had the practice of even non-official mentoring for the faculty that also says about the little availability of mentoring for everybody at higher education in Kazakhstan. It is important to say that Darwin and Palmer (2009) see the drawback of mentoring in its outdated model, i.e., the traditional dyadic model. However, the research shows that at the current stage, even this outdated model is not well developed in higher education institutes in Kazakhstan.

5.7 Limitations

The generalizability of the results is limited by the lack of available data related to the mentorship applied formally or informally at higher education institutes in Kazakhstan. That led to the usage of mostly non-Kazakhstani literature and external experience and theory. Besides that, the research was limited by the sample size, i.e., the faculty of only English department were interviewed while conducting the following study. The findings of the research were also limited by the availability of the universities. The universities were chosen by the factor of their accessibility and the openness of the faculty to take part in the research interview. The methodological choices were constrained by the gender limitations of the participants. The results were received from only one gender of the participants. Taking into account the specificities of mentoring among female faculty, the results may be limited in generalizing the process of mentoring relationships. Since women are considered to be more emotional, caring and nurturing ((Bem, 1974; Eisenberg & Fabes, 1991) the combination female mentor and female mentee may have some differences and biases from other

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

combinations such as when a mentor is a male and a mentee is a woman, when a mentor is a woman and a mentee is a men and finally when both a mentor and a mentee are men.

5.8 Summary

The chapter provided an in-depth analysis of the received findings in the course of the research work and their comparison with information obtained from the literature review. The chapter comprised the issues of the availability of mentoring at higher education in Kazakhstan and gave the appraisal of benefits and challenges the faculty may face while mentoring the early-career faculty. The importance of compatibility between a mentor and a mentee was proved at the results of the findings of the conducted research. The recommendations and approaches for improving mentorship and establishing and implementing it formally at higher education in Kazakhstan were described in the chapter with regard to possible limitations that the researcher met within the process of working over the research.

Chapter 6 Conclusions

In the very beginning of the research, the researcher has chosen the following questions to study:

- 1) What role do professional relationships and personalities play in successful mentoring?
- 2) What are the criteria for successful mentoring?
- 4) What pitfalls and benefits do both a mentor and a mentee encounter?
- 5) To what extent is the professional relationship between a mentor and a mentee, and the compatibility of personalities, important in establishing an effective mentoring program?

In order to find the answers to these questions, three Kazakhstani universities have been selected with a total number of the participants, i.e., twelve participants. The universities practice non-official mentoring programs among their faculty to reduce the stress at work and give a hand to novice teachers who might need help at the very beginning of their careers.

In the course of the study, it was proved that personal relationships played a more significant role in establishing a successful model of mentoring. All the respondents, especially the less experienced mentees who needed support from their mentors, highlighted the compatibility between a mentor and a mentee as an integral and the most influential attribute in an effective non-official mentoring program. The compatibility was sometimes affected by the manner of the mentor's behavior and attitude to work as well as even the style of a mentor and the availability of leadership skills.

Both mentors and mentees were interviewed apart from their mentee or a mentor, respectively, to escape the leak of information and of ethical considerations. As the research shows, the main criteria of successful mentoring was the psychological constituent, including compatibility. Psychological support, trust between a mentor and a mentee were the leading

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF KAZAKHSTAN

components among the criteria of mentorship alongside with the regularity and frequency of mentoring.

Meetings with mentors were frequent because they were colleagues, but that was one of the pitfalls and challenges of mentoring for mentees. They wished they had not just met with their mentors but had had a certain official program approved by the faculty Head.

Besides the lack of time that led to the scarce meetings of mentors with their mentees, the other challenge that the participants of the mentoring program faced were the discrepancy of the schedule, personal and professional challenges. However, according to the research results the challenges could be reduced or even escaped if the personal relationships between a mentor and a mentee are stable and they are in good terms with each other.

Speaking about the challenges, one may not neglect the variety of benefits both mentors and mentees received from participating in a non-formal mentoring. This includes the personal benefits, establishment of good relationships with other colleagues at work, professional achievements, development of research work, faster adaptation and socialization within the conditions of the first year of employment. However, as the results of the research shows, mentors received less benefit from mentoring. Speaking about the benefit of the university from mentoring, the researcher interviewed heads of the departments who were mentors too. As the heads said, the main benefit was the retention of new specialists at the departments. Mentors who took part in non-official mentoring programs mentioned monetary benefit as one of the possible recommendations to be included in the future.

The results of the research were limited by the number of respondents and the scarce literature on mentoring in higher education in Kazakhstan. It was turned out that the preferred form of mentoring was not faculty-faculty mentoring but faculty-students. Further research is required in order to fill the gaps in the field of mentoring of higher education of Kazakhstan

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

Proper mentoring analysis will enlarge the knowledge and experience of mentoring on the basis of Kazakhstani universities. This will help future researchers to look deeper at mentoring at the national level.

References:

1. Abedin, Z., Biskup, E., Silet, K., Garbutt, J.M., Kroenke, K., Feldman, M.D., McGee Jr, R., Fleming, M., and Pincus, H.A (2012) *Deriving Competencies for Mentors of Clinical and Translational Scholars*. Clin Transl Sci 2012 Jun;5(3): 273-80.doi: 10.1111/j.1752-8062.2011.00366. x. Epub 2012 Jan 10 Retrieved from the website: <https://pubmed.ncbi.nlm.nih.gov/22686206/>
2. Akcan, S (2016). *Novice non-native English teachers' reflections on their teacher education programmes and their first years of teaching* Retrieved from <https://files.eric.ed.gov/fulltext/EJ1090331.pdf>
3. Allen, T.D., Eby, L.T (2004) *Factors Related to Mentor Reports of Mentoring Functions Provided: Gender and Relational Characteristics*. Sex Roles 50, 129–139. Retrieved from the website: <https://doi.org/10.1023/B:SERS.0000011078.48570.25>
4. Allen, T.D., Eby, L.T., Poteet, M.L., Lentz, E., and Lima, L (2004). *Career benefits associated with mentoring for Proteges: A Meta-Analysis*. Journal of Applied Psychology, 89(1), 127–136. <https://doi.org/10.1037/0021-9010.89.1.127>
5. Angelique, H., Kyle, K., & Taylor, E (2002). *Mentors and muses: New strategies for academic success*. Innovative Higher Education, 26(3), 195-209.
6. Anthony K. Wutoh, John W. Holladay, Valerie W. Hogue, Fredric Lombardo, Melody N. Colebrook, Kenneth R. Scott, Patricia B. Ayuk-egbe (2000) *Faculty Mentoring Programs at Schools/Colleges of Pharmacy in the U.S*. Article in Journal of Pharmacy Teaching 8(1) • December 2011 with 20 Reads
7. Baker, V. L (2015). *People strategy in human resources: Lessons for mentoring in higher education*. Mentoring and Tutoring: Partnership in Learning, 23(1), 6–18
8. Bauer, T.N (1999) *Perceived Mentoring Fairness: Relationships with Gender, Mentoring Type, Mentoring Experience, and Mentoring Needs*. Sex Roles 40, 211–225, Retrieved from the website: <https://doi.org/10.1023/A:1018846904722>
9. Bem, S. L (1974). *The measurement of psychological androgyny*. Journal of Consulting and Clinical Psychology, 42,
10. Berk, R.A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T.P (2005). *Measuring the effectiveness of faculty mentoring relationships*. Academic Medicine, 80(1), 66-71.
11. Boice, R (1992a). *Lessons learned about mentoring*. In M. D. Sorcinelli & A. E. Austin (Eds.), *Developing new and junior*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

12. Boyle Peg, Boice Bob, (1998) *Innovative Higher Education*, Vol. 22, No. 3, Spring 1998 Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants
13. Burke, R. J (1984). *Mentors in organizations*. Group and Organization Studies, 9, 353–372
14. Burke, R.J. and Mckeen, C. A (1997). *Benefits of mentoring relationships among managerial and professional women: A Cautionary Tale* Journal of Vocational Behavior Volume 51, Issue 1, August 1997, Pages 43-57
15. Campbell, D.E., and Campbell, T.A (2000). *The mentoring relationship: Differing perceptions of benefits*. Coll. Stud. J. 34, 516-516.
16. Chang, M., Eagan, M., MH, L., and Hurtado, S (2011). *Considering the Impact of Racial Stigmas and Science Identity: Persistence Among Biomedical and Behavioral Science Aspirants*. J. High. Education 82, 564–596.
17. Chao, G. T (1997). *Mentoring phases and outcomes*. Journal of Vocational Behavior, 51(1), 15-28. Retrieved October 13, 2007 from the Science Direct Social & Behavioral Science database.
18. Chemers, M., Zurbriggen, E., Syed, M., Goza, B., and Bearman, S (2011). *The Role of Efficacy and Identity in Science Career Commitment Among Underrepresented Minority Students* September 2011 Journal of Social Issues 67(3):469 – 491 DOI: 10.1111/j.1540-4560.2011. 01710.x retrieved from:
https://www.researchgate.net/publication/229916357_The_Role_of_Efficacy_and_Identity_in_Science_Career_Commitment_Among_Underrepresented_Minority_Students
19. Creswell J.W (2012) *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition, University of Nebraska–Lincoln
20. Creswell, J. W (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. NJ: Pearson Education, Inc.
21. Daloz L (1986) *Effective teaching and mentoring: Realizing the transformational power of adult learning experiences*. London: Jossey-Bass, 1986, 256 pp., ISBN 1-5554-2001-X
22. Darlene F. Zellers, Valerie M. Howard and Maureen A (2008) *Barcic Faculty Mentoring Programs: Revisioning Rather than Reinventing the Wheel* Source: Review of Educational Research, Vol. 78, No. 3 (Sep., 2008), pp. 552-588’
23. Darwin, A. 2000. *Critical reflections on mentoring in work settings*. Adult Education Quarterly 50 (3):197-211

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

24. Darwin A. & Palmer E (2009) *Mentoring circles in higher education* Journal Higher Education Research & Development Volume 28, 2009 - Issue 2 Pages 125-136
25. De Janasz, S.C., & Sullivan, S.E (2004). *Multiple mentoring in academe: Developing the professorial network*. Retrieved from: <https://www.semanticscholar.org/paper/Multiple-mentoring-in-academe%3A-Developing-the-Janasz-Sullivan/adee93aa48f524d829d67b4e998489558e754227>
26. De Vries (2005) *The Relationship Between Peer Mentoring Program Participation and Successful Transition to High School*, Dissertation Submitted in partial satisfaction of the requirements for the degree of Doctor of Philosophy retrieved from the website; <https://search.proquest.com/openview/09bca75b4e01962b9e3ed898a464c725/1?pq-origsite=gscholar&cbl=18750&diss=y>
27. Diamond, C.T.P. and Mullen, C.A (1997) *Alternative perspectives on mentoring in higher education: Duography as collaborative relationship and inquiry*, Journal of Applied Social Behavior, 3, 2, pp.49-64
28. Dolan, E., and Johnson, D (2009). *Toward a holistic view of undergraduate research experiences: An exploratory study of impact on graduate/postdoctoral mentors*. J. Sci. Educ. Technol. 18, 487–500
29. Eagan, M.K., Hurtado, S., Chang, M.J., Garcia, G.A., Herrera, F.A., and Garibay, J.C (2013). *Making a difference in science The Impact of Undergraduate Research Programs* Am Educ Res J. 2013;50(4):683-713. doi:10.3102/0002831213482038
30. Eby, L. T., Rhodes, J. E., & Allen, T. D (2007). *Definition and evolution of mentoring*. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (p. 7–20). Blackwell Publishing.
31. Ehrich, L. C., Hansford, B., & Tennent, L (2004). *Formal mentoring programs in education and other professions: A review of the literature*. Educational Administration Quarterly, 40(4), 518-540.
32. Eisenberg, N., & Fabes, R. A (1991). *Prosocial behavior and empathy: A multimethod developmental perspective*. In M. S. Clark (Ed.), *Review of personality and social psychology*, Vol. 12. Prosocial behavior (p. 34–61). Sage Publications, Inc.
33. Estrada, M., Hernandez, P.R., and Schultz, P.W (unpublished). *A Longitudinal Study of How Quality Mentorship and Research Experience Integrate Underrepresented Minorities into STEM Careers* CBE Life Sci Educ. 2018 Spring; 17(1): ar9.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

doi: 10.1187/cbe.17-04-0066

34. Estrada, M., Woodcock, A., Hernandez, P.R., and Schultz, P (2011). Toward a model of social influence that explains Minority Student Integration into the Scientific Community February 2011 *Journal of Educational Psychology* 103(1):206-222 DOI: 10.1037/a0020743
35. Fleming, G.M., Simmons, J.H., Xu, M., Gesell, S.B., Brown, R.F., Cutrer, W.B., and Cooper, W. O (2015). *A facilitated peer mentoring program for junior faculty to promote professional development and peer networking*. *Academic Medicine: Journal of the Association of American Medical Colleges*, 90(6), 819–26.
36. Fleming, M., Burnham, E., and Huskins, W (2012a). *Mentoring translational science investigators*. *J. Am. Med. Assoc. JAMA*. Author manuscript; available in PMC 2013 Sep 10.
37. Flick U (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project* (2011-03-28) Paperback – January 1, 1724
38. Friday, E., and Friday, S. S (2002). *Formal mentoring: is there a strategic fit?* *Management Decision*, 40(2), 152–7.
39. Gardner, W., Avolio, B., Luthans, F., May, D., & Walumbwa, f (2005). *Can you see the real me? A self-based model of authentic leader and follower development*. *The Leadership Quarterly*, 16, 343-372
40. Gilbert, T. F (2007). *Human competence: Engineering worthy performance*, (Tributed.). San Francisco: Pfeiffer.
41. Glover D (1995) *The Management of Mentoring: Policy Issues:Associate, School of Education*, University of Keele, Mardle, George (Lecturer, School of Education, University of Keele, 1995
42. Gothard K. Faculty (2009) *Mentoring in Higher Education: How Can the Institution Benefit?* A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy Capella University, March 2009.
43. Hall, D. T., and Chandler, D. E (2007). *Career cycles and mentoring*. In B. R. Ragins and K. E. Kram (Eds.), *The handbook of mentoring at work: Theory, research, and practice* (pp. 471–97). Thousand Oaks, CA: Sage.
44. *Handbook of Youth Mentoring* edited David L. DuBois, Michael J. Karcher, Michael J. Nakkula and John T. Harris *Assessing Mentoring*, SAGE 2014

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

45. Higgins, M.C., and Kram, K.E (2001). *Reconceptualizing mentoring at work: A developmental network perspective*. *Academy of Management Review*, 26(2), 264–88.
46. Higher Education Research & Development, 28:2, 125-136, DOI: 10.1080/07294360902725017
47. Hudson (2004) *The Effect of Multilingual Mentoring In Science* as cited in in VI Халықаралық конференция 442
48. Hunter, A.-B., Weston, T.J., Larsen, S.L., and Thiry, H (2009). *URSSA: Evaluating student gains from undergraduate*
49. Hurtado, S., Cabrera, N.L., Lin, M.H., Arellano, L., and Espinosa, L.L (2009). *Diversifying science: Underrepresented student experiences in structured research programs*. *Res. High. Educ.* 50, 189–214
50. John J.Sosik Veronica M.Godshalk (2000) *The Role of Gender in Mentoring: Implications for Diversified and Homogenous Mentoring Relationships* *Journal of Vocational Behavior* Volume 57, Issue 1, August 2000, Pages 102-122
51. Johnson, W. B. (2002). *The intentional mentor: Strategies and guidelines for the practice of mentoring*. *Professional Psychology: Research and Practice*, 33, 88–96.
52. Jung-Wan Lee, Simon W. Tai *Critical factors affecting customer satisfaction and higher education in Kazakhstan*. *Int. J. Management in Education*, Vol. 2, No. 1, 2008
53. Kairat G., 2019 *Informal Faculty Mentoring Practices in Higher Education in Kazakhstan*. Retrieved from https://www.researchgate.net/publication/333389658_Informal_Faculty_Mentoring_Practices_in_Higher_Education_in_Kazakhstan
54. Kochan., F. K (Ed.) (2002). *Examining the organizational and human dimensions of mentoring in diverse settings*. Greenwich, CT: Information Age Publishing Inc.
55. Kram, K. E (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.
56. Kumar R (2011) *Research methodology a step by step guide for beginners' relationships in career development*. *Academy of Management Journal*, 28, 110-132.
57. Laursen, S., Hunter, A., Seymour, E., Thiry, H., and Melton, G (2010). *Undergraduate research in the sciences: Engaging students in real science*. ISBN: 978-0-470-22757-2 July 2010 Jossey-Bass 320 Pages

58. Lechuga, V.M (2011). *Faculty - graduate student mentoring relationships: Mentors' perceived roles and responsibilities*. Higher Education, 62, 757-771.
59. Lentz, E., and Allen, T. D (2009). *The role of mentoring others in the career plateauing phenomenon*. Group and Organization Management, 34(3), 358–84.
60. Longhurst R (2016) *Semi-Structured Interviews and Focus Groups “Key Methods in Geography”* SAGE Publications Ltd, 3rd edition
61. Lopatto, D (2004). *Survey of undergraduate research experiences (SURE): First findings*. Cell Biol. Educ. 3, 270–277.
62. McIntosh1 M.J. and Janice M. Morse (2015) *Situating and Constructing Diversity in Semi-Structured Interviews* SAGE 2015
63. McGee, R (2016). *Scientific Workforce Diversity: A Pipeline to Prime or Survival Analysis?* AIDS Behav
64. McGee, R., and Keller, J.L (2007). *Identifying future scientists: predicting persistence into research training*. CBE Life Sci. Educ. 6, 316–331.
65. Meinert, D (2013). *Tailoring diversity practices produces different results*. HR Magazine, 58(7), 16.
66. Merriam, S. B (1983). *Mentors and proteges: A critical review of the literature*. *Adult Education Quarterly*, 33, 161-173. Volume 33, Number 3, Spring, 1983, WI - 173
67. Moon et al. (1999) *The Effect of Multilingual Mentoring in Science* as cited in VI Халықаралық конференция 442
68. Mullen C (2000) *Constructing co-mentoring partnerships: Walkways we must travel*. Theory into Practice, 39(1), 4-11
69. Mullen, C.A (2007). *Naturally occurring student-faculty mentoring relationships: A literature review*. Blackwell Handb. Mentor. Mult. Perspect. Approach 119–138.
70. Murray, M (2006). *Innovations in performance improvement with mentoring*. In J. A. Pershing (Ed.), *Handbook of human performance technology* (3rd ed, pp. 455-477). San Francisco, CA: Pfeiffer
71. Neumann, A., and Terosky, A. L (2007). *To give and to receive: Recently tenured professors' experiences of service in in Major Research Universities in* The Journal of Higher Education 78(3):282-310 · May 2007 with 148 Reads DOI: 10.1353/jhe.2007.0018
72. Noe, R.A., Greenberger, D.B. and Wang, S (2002), "Mentoring: What we know and where we might go", *Research in Personnel and Human Resources Management (Research in*

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

- Personnel and Human Resources Management, Vol. 21), Emerald Group Publishing Limited, Bingley, pp. 129-173. [https://doi.org/10.1016/S0742-7301\(02\)21003-8](https://doi.org/10.1016/S0742-7301(02)21003-8)
73. O'Brien, K. E., Biga, A., Kessler, S. R., & Allen, T. D (2010). *A Meta-Analytic Investigation of Gender Differences in Mentoring*. Journal of Management, 36(2), 537–554. Retrieved from: <https://doi.org/10.1177/0149206308318619>
74. OECD/The World Bank (2015), OECD Reviews of School Resources: Kazakhstan 2015, OECD Publishing, Paris.
<http://dx.doi.org/10.1787/9789264245891-en>
75. Olmstead Marjorie A., (1993) *Mentoring New Faculty: Advice to Department Chairs*, Department of Physics, FM-15
76. Pfund C., (n.d.) *Studying the Role and Impact of Mentoring on Undergraduate Research Experiences Center for the Improvement of Mentored Experiences in Research (CIMER) Wisconsin Center for Education Research (WCER) University of Wisconsin-Madison*
77. Patton, M (1990). *Qualitative evaluation and research methods* (pp. 169-186). Beverly Hills, CA: Sage.
78. Pfund, C., Branchaw, J., and Handelsman, J (2014a). *Entering Mentoring* (W.H. Freeman & Co.).
79. Pfund, C., Byars-Winston, A., Branchaw, J.L., Hurtado, S., and Eagan, M.K (2016). *Defining Attributes and Metrics of Effective Research Mentoring Relationships*. AIDS Behavior as cited in Christine Pfund Studying the Role and Impact of Mentoring on Undergraduate Research Experiences, n.d.
80. Pfund, C., Pribbenow, C.M., Branchaw, J., Lauffer, S.M., and Handelsman, J (2006). *The merits of training mentors*. Sci.-N. Y. THEN Wash.- 311, 473–474.
81. Ragins, B., and Kram, K (2007a). *The handbook of mentoring at work: Theory, research, and practice* as cited in Handbook of Youth Mentoring edited David L. DuBois, Michael J. Karcher, Michael J. Nakkula and John T. Harris Assessing Mentoring, SAGE 2014
82. Report of the Independent Accreditation and Rating Agency (Almaty, 2018)
83. Reviews of National Policies for Education Higher Education in Kazakhstan 2017 OECD 2017 Chapter 3
84. Rodney C (1993) Willesden *High School Mentoring Program*, *Mentoring*, 1:2, 3-8, DOI: 10.1080/0968465930010201

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF
KAZAKHSTAN

85. Sambunjak, D., Straus, S.E., & Marusic, A (2010). *A systematic review of qualitative research on the meaning and Characteristics of Mentoring in Academic Medicine*, *J Gen Intern Med.* 2010 Jan; 25(1): 72–78.
86. Sands, R. G., Parson, A. L., & Duane, J (1991). *Faculty mentoring faculty in a public university*. *Journal of Higher Education*, 62(2), 174-193.
87. Seymour, E., Hunter, A., Laursen, S., and DeAntoni, T (2011). *Establishing the Benefits of Undergraduate Researchers into a Scientific Community of Practice*. *J. Sci. Educ. Technol.* 20, 771–784.
88. Struthers, N J (1995) *Differences in Mentoring: A Function of Gender or Organizational Rank?* *Journal of Social Behavior and Personality*; Corte Madera, CA Vol 10, Ed. 4, (Jan 1, 1995): 265
89. Tharenou, P (2005). *Does Mentor Support Increase Women’s Career Advancement More than Men’s? The Differential Effects of Career and Psychosocial Support*. *Australian Journal of Management*, 30(1), 77–109.
<https://doi.org/10.1177/031289620503000105>
90. Thiry, H., and Laursen, S.L (2011). *The role of student-advisor interactions in apprenticing undergraduate researchers into a scientific community of practice*. *J. Sci. Educ. Technol.* 20, 771–784.
91. Thomas E., Keller and Jennifer E. Blakeslee *Social Networks and Mentoring* as cited in *Handbook of Youth Mentoring* edited David L. DuBois, Michael J. Karcher, Michael J. Nakkula and John T. Harris *Assessing Mentoring*, SAGE 2014
92. Thomas, C. H., and Lankau, M. J (2009). *Preventing burnout: The effects of LMX and mentoring on socialization, role stress, and burnout*. *Human Resource Management*, 48(3), 417–32.
93. Villani S (2002) *Mentoring Programs for New Teachers: Models of Induction and Support*, Corwin Press, inc. Sage Publications Company, Thousand Oaks, California
94. Williams, S.N., Thakore, B.K., and McGee, R (2015). *Coaching to Augment Mentoring to Achieve Faculty Diversity: A Randomized Controlled Trial*. *Acad. Med.*
95. Whitely, W., Dougherty, T. W., and Dreher, G. F (1991). *Relationship of career mentoring and socioeconomic origin to managers’ and professionals’ early-career progress*. *Academy of Management Journal*, 34(2), 331–50.

EARLY CAREER FACULTY MENTORING: CASES OF UNIVERSITIES OF

KAZAKHSTAN

96. Yeung, M., Nuth, J., and Stiell, I. G (2010). *Mentoring in emergency medicine: the art and the evidence*. Canadian Journal of Emergency Medicine, 12(2), 143–9.
97. Yin, R. K (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.
98. <https://nu.edu.kz/wp-content/uploads/2017/12/IREC-Procedures-20.02.2018-Posted-on-IREC-Webpage.pdf>
99. Retrieved from the website: https://www.inform.kz/ru/za-nastavnichestvo-i-podgotovku-k-mezhdunarodnym-olimpiadam-pedagogam-vyplatyat-doplatsu_a3601255