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An Analysis of Mentoring and Job Satisfaction in Public and Private College and University Academic Libraries in California

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An Analysis of Mentoring and Job Satisfaction
in Public and Private College and University Academic Libraries in California

A Dissertation by

Kevin M. Ross

Chapman University

Orange, CA

College of Educational Studies

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy in Education

August 2018

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August 2018

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And to my colleagues in the library, especially Dean Charlene Baldwin, Julie Artman, Carolyn Radcliff, Brett Fisher, Rand Boyd, Laurie Cussalli, Dr. Doug Dechow, Esther Shin, and Essraa Nawar for your ability to see my potential and for your support

throughout this difficult journey. Without all of you, I would not be the man I am today.
Thank you!

I would also like to thank my parents, Cecil and Mary Ross, for their faith in me. My Mom and Dad were always there for me, and they have supported me over the years in ways that I will never be able to repay. Both of my parents passed away during this arduous journey, and though it has been difficult without them, I have faith that they are in a better place and smiling down on their only son.

I would also like to acknowledge the patience of my wife, Tam, and my four children John, James, Joseph, and Joanna. I have the best wife and kids in the whole wide world, and I love them very much. Thank you for always being supportive of me, even when times were tough. And finally, I would like to thank God for helping me understand why words like love, faith, hope, mercy, goodness, and peace are still important in this world.

VITA

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Conducted all responsibilities of the Dean of the Library to include donor relations and advancement, oversight of facilities, presentations on behalf of the library at exhibits and events, and all related duties.

Part-Time Faculty (8/10 – 8/11)
Nealley Library - Santa Ana Community College, Santa Ana, California

As part of the Library Technology Program at Santa Ana Community College, I taught a 3 credit course entitled LT 122 – Public Services. This course provided an exploration of library public services with special emphasis placed on a variety

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Leatherby Libraries - Chapman University, Orange, California

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Leatherby Libraries - Chapman University, Orange, California

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Library Web Page Manager (9/01 – 7/07)

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Created, designed, revised and maintained library web pages. Performed troubleshooting of web related problems and provide linkages to electronic

resources for the wider Chapman University community. Supervised one student employee.

Coordinator of Instruction (9/01 – 6/05)
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Taught over 250 general library instruction classes for Eng. 103, Eng. 104 and subject specific library instruction classes for Education, School Psychology, School Counseling, Organizational Leadership, History, Political Science, Legal Studies, Peace Studies, Languages, Business and Sociology. Served on the reference desk, and acted as librarian liaison for Education, History, Political Science, Legal Studies, and Peace Studies. Performed print/electronic collection development, and provide research consultations for students and faculty. Created online and print instructional guides. Completed program reviews for various programs, departments and schools. Editor of Cognitio - Library newsletter. Dean's Award Recipient (2003). Supervised 2 p/t reference librarians.

Distance Education Librarian (9/00 – 9/01)
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Chapman University, Orange, California

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Public Services Librarian (8/99 – 7/00)
Marycrest International University, Davenport, Iowa

Conducted library instruction classes for Sociology, Psychology and Education. Provided reference for students, staff and faculty. Provided both Circulation and Interlibrary Loan services to patrons. Completed collection and development of the print collection and reference collection. Worked collaboratively with the Director on special projects. Supervised two student employees.

Library Consultant (11/99 – 3/00)
Hamilton Technical College, Davenport, Iowa

Provided consultation for vocational college accreditation purposes. Developed a comprehensive strategic library plan, and offer guidance on implementation.

Librarian (6/96 – 10/98)

Hamilton Technical College, Davenport, Iowa

Developed collection mainly in electronics, computer aided drafting, health services, and related technology fields. Acquired and cataloged collection. Maintained web presence and computers. Provided reference assistance to students, staff and instructors.

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Hamilton Technical College, Davenport, Iowa

Taught English grammar, Arithmetic, and Master Student – College Survival courses. Conducted lecture, group discussion, and interactive activities for a diverse student population with over 5500 contact hours with adult learners. Member of the Instructor's council. Completed 16 assessment education modules.

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ALA Workshop Online Webinar - Fair Use: Guidelines and Best Practices.
Chapman University, Orange, CA, January 2016

WASC Workshop on Information Literacy and Critical Thinking Garden Grove,
CA September 2013

APA Workshop conducted by Dr. Dawn Hunter at Chapman University, August,
2011

ACRL in Philadelphia, PA in April, 2011

Finance & Accounting for Non-Financial People Workshop, Anaheim, CA
September 2010

(LIAL) Leadership Institute for Academic Librarians at Harvard University,
August 2010

360 Degree Assessment Leadership Now Seminar, Brandman University, July
2010

Prezi Presentation Software, Chapman University, May 2010

(SCELC) Statewide California Electronic Library Consortium Vendor Day, Loyola
University, May 2010

Seminar on Dealing with Difficult People, Anaheim CA, May 2010

Facilitated Communication Workshop, Chapman University, April/May 2010

(ALADN) Academic Library Advancement and Development Network Conference, Santa Monica, March 2010

Digital Mapping Workshop, Chapman University, March 2010

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(SCELC) Statewide California Electronic Library Consortium Vendor Day, Loyola Marymount University, March 2009

(ALA) American Library Association Convention, Anaheim, CA June 2008

(SCELC) Statewide California Electronic Library Consortium Vendor Day, Loyola Marymount University, March 2008

(SEAL/CARL) Science and Engineering Academic Librarians Seminar, Pasadena, CA May 2007

(SCELC) Statewide California Electronic Library Consortium Vendor Day, Loyola Marymount University, March 2007

UCLA Grant Writing Workshop, Los Angeles, CA, August 2006

(SCELC) Statewide California Electronic Library Consortium Vendor Day Loyola Marymount University March 2006

(SCELC) Statewide California Electronic Library Consortium Vendor Day March 2005

(SCELC) Statewide California Electronic Library Consortium Vendor Day March 2004

(SCELC) Statewide California Electronic Library Consortium Vendor Day March 2003

(CARL) California & Academic Research Libraries Conference Asilomar, CA May 2002

(ACRL) Association of College & Research Libraries Conference, Denver, CO March 2001

(MLA) Medical Library Association “Myth and Reality of Electronic Publishing”
UCLA November 2000

Professional Organization Memberships

Orange Public Library Foundation Board of Directors (OPLF) 2009 - 2011
Finance Committee member
Street Fair Committee member

California Academic & Research Libraries (CARL)

Orange County Library Association (OCLA - Webmaster)

American Library Association (ALA – member)

Association of College and Research Libraries (ACRL – member)

Service to the Chapman University Library

Budget Planning Council Co-Chair (2009 – present)

Electronic Resources Committee Member (2009 – present)

Collection Development Policy Committee Member (2009 – present)

Special Collections & Archives Committee Member (2010 – present)

Chair’s Meeting Chair (2007 – present)

Library Thesis Committee Member (2007 – present)

Library Management Council Member (2005 – present)

Library Hiring Committees Chair (2005 – present)

Librarian’s Committee Member (9/00 – 2006) & Chair (2006 – present)

Librarian Manual Committee Member (2007 – 2008)

Performance Evaluation Committee Member (2007 – 2008)

Reorganization Committee Chair (2004 – 2005)

School of Education Library Committee Member (2004 – 2005)

Undergraduate Library Research Prize Committee Member (2008 – present)

Community of Readers Member (2007 – present)

Library Survey Committee Member (2008 – 2009)

Collection Development Policy Committee (2008 – present)

Library Planning Committee (2002 – 2005)

Service to Chapman University

Hiring Committee: Director of Technology (Spring 2015)

Diversity Task Force: Physical Space Planning (Spring 2015 - present)

WASC 2014 Subcommittee on Faculty/Student Research (2010 – 2014)

150th Anniversary Committee (2010 – 2011)

Mendez et al v. Westminster (2010 – present)

Hiring Committee: Director of Academic Technology & Digital Media (2008)

Conducted Citation Analysis Workshop for Faculty (2008)

Faculty Academic Council/Undergraduate Council (2005 – present)

Faculty Senator (2003 – 2007)

Web Advisory Council (2005 – 2007)

Faculty Hiring Committee: School of Education (2006)

Governance Council (2003 – 2005)

First Year Committee (2005)

WASC Accreditation Committee for Writing (2003 – 2005)

Freshman Orientation Committee (2001 – 2006)

Student Services Fairs (2001 – 2006)

Discover Chapman Day (2001 – 2006)

Service to the Library Profession

Board Member, (OPLF) Orange Public Library Foundation (2009 - 2011)

Board Member, (OCLA) Orange County Library Association (2004 – present).

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Principle Investigator

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Principle Investigator

National Endowment for the Humanities (NEH) Grant 2012 - \$6,000 (Unfunded)

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Ross, K., & Artman, J. (2018, July). *If the Buddha walked mindfully on stage:*

Mindfulness and Buddha-nature across disciplines. Poster presented at the

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Sypinero, M., Ross, K. & Fisher, B. (2017, November). *Trading spaces: A*

collaborative partnership case study between Information Systems &

Technology (IS&T) and the Library to promote student success. Poster session presented at the Educause Conference, Philadelphia, PA.

Ross, K., & Radcliff, C., J. (2017). Celebrating student scholarship with an undergraduate research prize. In A. Jackson, C. Pierard & S. M. Schadl (Eds.), *Scholarship in the sandbox: Academic libraries as laboratories, forums, and archives for student work*. Chicago, IL: Association of College and Research Libraries. Manuscript submitted for publication.

Ross, K. (2017, May). Presented at the 9th *Striving for success: A case study of a collaborative partnership between special collections and library administration at a private liberal arts university*. International Conference on Qualitative and Quantitative Methods in Libraries, University of Limerick, Limerick, Ireland.

Radcliff, C. J., & Ross, K. (2016, May). *The next generation of information literacy assessment: The threshold achievement test*. Presented at the 8th International Conference on Qualitative and Quantitative Methods in Libraries, University of London, London, England.

Ross, K., Artman, J., & Radcliff, C. J. (2016, May). *Building a framework for multi-year assessment and continuous improvement: A case study*. Presented at the 8th International Conference on Qualitative and Quantitative Methods in Libraries, University of London, London, England.

Radcliff, C. J. & Ross, K. (2016, April). *Information literacy at Chapman University: Instructional programs, outreach, and assessment in context*. Presented at the WASC Senior College and University Commission (WSCUC)

Academic Resource Conference, Garden Grove, CA.

Ross, K. & Radcliff, C. J. (2016, March). *Valuing people, valuing spaces:*

Connecting with community. Poster session presented at the California

Academic Research Libraries (CARL) Conference, Costa Mesa, CA.

Radcliff, C. J. & Ross, K. (2014, May). *Purposeful and repeated use of*

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Radcliff, C. J., Ross, K., & Knight, A. (2014, April). *Standardized*

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Ross, K. (2013). Purposeful mentoring in academic libraries. *Journal of Library*

Administration, 53(7/8), 412-428. doi: 10.1080/01930826.2013.882195

Ross, K., & Levin, J. (September, 2012). *Bullying across cultures in middle*

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Ross, K. (August, 2012) Presentation to Chapman University Ph.D. Cohort 2012:

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Ross, K. (July, 2012). Panel Moderator: *Interviewing Best Practices.* Building a

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Ross, K. (April 18, 2012) Presentation to Santa Ana College Library Tech

Program Students: *Interviewing: Best Practices*.

Ross, K. (August, 2011) Presentation to Chapman University Ph.D. Cohort 2012:

End Note Web and Library Resources for University Level Research.

Ross, K. (July, 2012). Panel Moderator: *Interviewing Best Practices*. Building a

Teaching Community: Summer Retreat. Chapman University, Orange, CA.

Ross, K. (Spring, 2010). Internships & volunteers: A win, win situation.

Leatherby Letters, 3(2), 4-5.

Ross, K. (Fall, 2009). Moving the organization forward: SMART goals and their

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Ross, K. (Spring, 2009). Services survey results. *Leatherby Letters*, 2(2), 4.

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Ross, K. (May 22, 2008). Presentation to South Hills Covina Kiwanis Club for

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Ross, K. (Spring, 2008). Meeting the needs of our campus community. *Leatherby*

Letters, 1(2), 5.

Ross, K., & Artman, J. (March 7, 2008) Presentation to Chapman Faculty: *Deep*

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Ross, K. (Fall, 2007). Community Cards. *Leatherby Letters*, 1(1), 2.

Ross, K. (May, 24, 2007). Presentation to South Hills Covina Kiwanis Club for

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ABSTRACT

An Analysis of Mentoring and Job Satisfaction in Public and Private College and University Academic Libraries in California by Kevin M. Ross

The primary purpose of this study is to determine how mentoring correlates with job satisfaction for library employees in academic college and university libraries throughout California. A secondary purpose is to determine if mentoring predicts job satisfaction in library employees who participate in this study. A tertiary purpose measures the relationship between mentoring, job satisfaction and the demographic variables of gender, age range, ethnicity, longevity, and level of position.

The library related literature includes an abundance of secondary resources on the individual concepts of mentoring and job satisfaction, but the association between these two concepts has not been discussed in the library literature. It is the primary intent of the researcher to use quantitative analysis to systematically review and interpret data received from online surveys sent to both librarians and library staff in order to determine the correlation between mentoring and job satisfaction for library employees.

The research method is a non-experimental quantitative design. An online pilot test will be conducted with less than 100 community college librarians and staff to make sure the survey is sound. The final online survey will then be distributed non-randomly to less than 2,000 (i.e., between 1,750 – 1,999) academic library employees in California using Qualtrics software. The survey is anonymous, and informed consent will be included in the introduction to the survey. The instrument used for this research will

include selected statements on demographics, extant surveys on mentoring (i.e., Mentoring Functions Questionnaire – MFQ9) and job satisfaction (i.e., Minnesota Satisfaction Questionnaire), and author-generated questions. This study is significant because it adds to the body of original research in academic librarianship, leadership, mentoring, and job satisfaction.

TABLE OF CONTENTS

Chapter 1 - Introduction	1
Purpose of Study	4
Research Questions	5
Definitions	5
Significance of Study	6
Summary	7
Chapter 2 - Review of the Literature	10
Introduction	10
Complexities of Leadership Definitions	10
Past Leadership Studies and Academic Libraries	11
Current Leadership Approaches in Academic Libraries	12
Mentoring Defined	13
Significance of Mentoring for Academic Libraries	15
Formal and Informal Mentoring Models	16
Mentoring Programs in Academic Libraries	17
Formal Mentoring Programs in Academic Libraries	17
Informal Mentoring Programs in Academic Libraries	19
Benefits of Mentoring	21
Benefits of Mentoring Across Generations	21
Benefits of Mentoring for Minorities	22
Job Satisfaction Defined	23
Significance of Studying Job Satisfaction in Academic Libraries	24
Job Satisfaction in Academic Libraries	25
Job Satisfaction and Academic Libraries in the 1970's	26
Job Satisfaction and Academic Libraries in the 1980's	27
Job Satisfaction and Academic Libraries in the 1990's	28
Job Satisfaction and Academic Libraries in the 2000's	30
Job Satisfaction and Mentoring Studies	31
Summary	33
Chapter 3 - Methodology	35
Introduction	35
Section I - Purpose	35
Significance of the Research Study	36
Research Questions	37
Current Gender Identity	39
Race/Ethnicity	39
Research Study Questions	40
Research Design	40
Pilot Study	42

Preliminary pilot study analysis	43
Response rate for pilot study	45
Pilot study administration	45
Pilot study and demographics	48
Current gender identity	48
Race/Ethnicity	49
Pilot study responses to open-ended statements	50
Respondent feedback	51
Section II - Research Study	52
Independent and Dependent Variables	52
Materials: Hardware and Software	52
Data Collection	53
Participants	53
Instrumentation	54
Mentoring	56
Job Satisfaction	57
Data Analysis	59
Validity	60
Reliability	61
Regression	61
Summary	62
Chapter 4 - Results	63
Introduction	63
Demographic Data for the Survey	63
Current Gender Identity	65
Race/Ethnicity	66
Open Ended Statements on Mentoring	66
Statements on Mentoring and Job Satisfaction	68
Age Ranges	69
Faculty Status	70
Length of Employment	71
Respondent Feedback	71
Response Rate	73
Survey Analysis	73
Research Questions 1 - 5	75
Summary	87
Chapter 5 - Discussion	88
Discussion of Research Questions 1 and 2	88
Discussion of Research Questions 3, 4, and 5	89
Study Limitations	90
Study Strengths	94
Implications for Future Research	95

Two Leadership Approaches for Academic Libraries	98
Summary	100
References	101
Appendices	124

LIST OF TABLES

Table 1: Formal and Informal Mentoring Models in Academic Libraries	20
Table 2: Demographic Variables of Pilot Study (N = 54)	47
Table 3: Demographic Variables of Survey (N = 318)	64
Table 4: Central Tendency Data on Effective library leaders support mentoring in academic libraries and Current Gender Identify for both Male and Female	68
Table 5: Central Tendency Data on Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identify for both Male and Female	69
Table 6: Central Tendencies of Mentoring and Job Satisfaction Total Scores	74
Table 7: Cronbach's Alpha and Internal Consistency for Total Scores	75
Table 8: Results of Independent Samples t - test (2-tailed) of Job Satisfaction Total Score and Categorical Variable of Mentoring Co-workers	76
Table 9: Job Satisfaction Total Score, Categorical Variable of Mentoring Co-workers, and Demographic variable of Current Gender Identity	77
Table 10: Job Satisfaction Total Score, Categorical Variable of Mentoring Co-workers, and Demographic variable of Race/Ethnicity	78
Table 11: Preliminary Descriptive Statistics with Number of Respondents, Mean, and Standard Deviation of Mentoring and Job Satisfaction Total Scores	79
Table 12: Pearson Product-Moment Correlation Coefficient of Mentoring and Job Satisfaction Total Scores	80
Table 13: Coefficients Output (a)	81
Table 14: Coefficient Output (a) with Mentoring Subscales	81
Table 15: Descriptive Statistics of Job Satisfaction Total Score, Mentoring Total Score, Mentoring Subscales of Career Support, Psychosocial Support, Role Modeling, and Race/Ethnicity	84

Table 16: Correlation Statistics between Job Satisfaction and Mentoring Total Scores, Job Satisfaction and the Mentoring Subscales of Career Support, Psychosocial Support, Role Modeling, and Race/Ethnicity	85
Table 17: Descriptive Statistics on Job Satisfaction and Mentoring Total Scores and Current Gender Identity	86
Table 18: Correlation Statistics on Job Satisfaction and Mentoring Total Scores and Current Gender Identity	86

LIST OF FIGURES

Figure 1: Current Gender Identity	48
Figure 2: Race/Ethnicity	49
Figure 3: Pilot Study Response to the statement: Effective Library Leaders Support Mentoring in Academic Libraries	50
Figure 4: Pilot Study Response to the statement: Effective Library Leaders May Use Mentoring to Increase Job Satisfaction within an Academic Library"	51
Figure 5: Frequency of Response for Current Gender Identity	65
Figure 6: Frequency of Response for Race/Ethnicity	66
Figure 7: Effective library leaders support mentoring in academic libraries and Current Gender Identity Male	67
Figure 8: Effective library leaders support mentoring in academic libraries and Current Gender Identity Female	67
Figure 9: Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identity Male	68
Figure 10: Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identity Female	69
Figure 11: Frequency of Age Ranges	70
Figure 12: Faculty Status	70
Figure 13: Length of Employment in Academic Libraries	71

Chapter One - Introduction

According to Riggs (2001) and Winston and Quinn (2005), the state of leadership in academic libraries was in a potential crisis. The lack of scholarly research on leadership in academic libraries, the scarcity of journals specifically targeting leadership in the library literature, and the emphasis on management and administration over leadership taught in accredited professional schools of library and information science validated their concerns regarding leadership in university and college libraries (Riggs, 2001).

Winston and Quinn (2005) also expressed concerns about the ability of library leaders to lead effectively because of their tendencies to focus on managing change instead of leading change during times of economic, social, political, and technological upheavals in academic libraries. In a literature review of leadership in academic libraries, Weiner (2003) contended that “Leaders must actively develop successors” (p. 8). These perceptions of a leadership crisis within academic libraries, the importance of developing effective leaders, and the researcher’s own professional leadership experience, interactions, and observations with library leaders in academic libraries over a 20-year career leads this researcher to be strongly invested in finding out how future leaders within the profession are being developed.

The researcher's interest in understanding the relationship between mentoring and job satisfaction found in academic libraries has grown over the past decade. This interest has led to several practical educational and occupational pursuits within a current leadership role in a private university academic library located in Southern California, and was the inspiration for developing relationships with San Jose State University and Santa Ana Community College in order to establish internships for students interested in pursuing a career in an academic library.

Those pursuits required a depth of understanding as to why internships and mentoring are valued by librarians and library staff, and how mentoring, either being mentored or mentoring fellow or future library colleagues, provided a pathway to developing greater satisfaction with library careers. By exploring the research on mentoring and job satisfaction primarily within the library related literature, and secondarily in other disciplines, it was the researcher's goal to discover if these two concepts are related, and what connections, if any, may be found in an analysis and interpretation of the data collected from the survey.

Why is mentoring others or being mentored important for librarians and library staff in the 21st century? The United States Bureau of Labor Statistics (2016) predicted a slow growth for library personnel over the next decade (2014 – 2024), with the number of librarians increasing at a rate of only 2% and library assistants/technicians increasing at a rate of 5% compared to the overall occupation growth of 7%. The author contended that one way to address this anticipated shortage of library employees was to encourage and implement mentoring processes, which according to the literature was an effective method of addressing the slow growth of hiring librarians and library staff (Neyer & Yelinek, 2011).

One issue that highlighted the declining library workforce was the aging of the profession. Whitmell (2002) contended that the aging of the profession was of profound concern and offered data to indicate that Baby Boomers (born between 1946 and 1964) comprised approximately 25% of the working populations in libraries in both Canada and the United States. If the data were accurate, then it would seem to suggest that a large percentage of the academic library work force will be retiring within the next 10 to 15 years. Lynch, Tordella, and Godfrey (2005) predicted that between 2010 and 2020, 45% or almost half of the current population of librarians will reach age 65, the traditional age of retirement. Curran's (2003) study of three

academic libraries found that 80% of the professional staff were over 40 years old and that almost 60% were over 50 years old. From a similar prospective, Galbraith, Smith, and Walker (2012) and Gonzalez (2013) relayed that a main concern in librarianship was the retirement and aging of library leaders within the academy. They contended that mentoring and succession planning was important to those in leadership positions in academic libraries across the United States and will help to address the problem of replacing an aging and retiring workforce.

Other researchers concurred and stated that preparing to replace the vast number of librarians who will be retiring over the next decade should be a priority if the profession was to develop the high-quality leaders that must be in place in 21st century academic libraries (Topper, 2008). Hernon, Powell, and Young (2001) described the challenge as one of finding qualified academic librarians who have an interest in leadership and the requisite experience and knowledge to lead successfully. Markgren, Dickinson, Leonard, and Vassiliadis (2007) reminded us that as Baby Boomers retire, Gen X librarians will become the future library leaders. These Gen X librarians, strongly believe in professional development and mentoring opportunities, yet may not have an interest in pursuing traditional leadership roles.

Mentoring will ensure that these individual employees have the necessary knowledge, skills, and abilities to become effective leaders in academic libraries (Galbraith, Smith, & Walker, 2012). Academic libraries in particular will benefit from the implementation of mentoring processes and programs in order to retain employees and develop future leaders (Olivas & Ma, 2009). Benefits of this process are described in the literature review in chapter two, which will further underscore the importance of this issue for academic libraries over the next several years.

Purpose of Study

The primary purpose of this study was to determine how mentoring may positively or negatively correlate with job satisfaction for library employees. A secondary purpose was to determine if mentoring impacts job satisfaction in library employees who participate in this study. The literature provided an abundance of secondary resources on mentoring and job satisfaction individually, but within the library related literature, the relationship between these two concepts has not been discussed in depth. This presented an opportunity to explore this association and add to the body of original research in the field of academic librarianship, mentoring, job satisfaction, and academic library leadership. A tertiary purpose was to create a reliable and valid measure using both extant and author-generated survey items. This instrument was used in a correlational analysis of mentoring and job satisfaction within public and private college and university libraries in California, excluding community colleges, in order to establish what relationships exist, if any, between the independent variables of mentoring, two carefully selected demographic variables of current gender identity and race/ethnicity, and the dependent variable of job satisfaction. A quadrary purpose was to develop a better understanding of how current leadership practices in academic libraries were associated with mentoring and job satisfaction.

The library related literature provided an abundance of secondary resources on the individual concepts of mentoring and job satisfaction, but within the literature, the association between these two concepts has not been discussed in depth. With this in mind, it was the primary intent of the researcher to use quantitative analysis to systematically review and interpret data received from online surveys sent to both librarians and library staff in order to determine the association, if any, that mentoring may have on job satisfaction for library employees.

Research Questions

1. What is the relationship between mentoring and job satisfaction in private and public university academic libraries in California?
2. Is the relationship between mentoring others and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California?
3. What is the relationship between being mentored and job satisfaction in private and public university academic libraries in California?
4. To what extent does the process of being mentored impact job satisfaction in private and public university academic libraries in California?
5. Is the relationship between being mentored and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California?

Definitions

In order to provide clarification and establish a common point of reference, the researcher offered working definitions of mentoring, protégé, job satisfaction, academic library, and leadership for clarification purposes and common understanding, and to provide a foundation upon which to build the intellectual discussion on this topic.

Mentoring – a relationship in which a well-experienced person helps a novice's or junior's career development by providing experience, knowledge, and counseling (Noh, 2014, p. 224).

Protégé - is the person who is guided and supported by a mentor or coach (Van Emmerik, Baugh, & Euwema, 2005, p. 314).

Job satisfaction – Generally, an *attitude* an employee takes at work regarding financial, personal, and social relationships found within the workplace (Blum & Naylor, 1986).

Academic Library – ... “the library associated with a degree-granting institution of higher education” (National Center for Education Statistics, n.d., para. 2).

Leadership - "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 2).

Significance of Study

The association between mentoring and job satisfaction was not adequately addressed in the academic literature in the field of librarianship. Both terms were listed as subject terms in *Library, Information Science & Technology Abstracts* and *Library Literature & Information Science Full Text*. The author conducted a subject search for mentoring and job satisfaction using two databases that together cover more than 500 unique journals related to the library profession, resulting in four publications. This paucity of results provided the researcher with an opportunity to contribute to the library literature in a way that will provide future librarians and staff with some quantifiable evidence on whether or not a correlation between these two concepts exists.

This exploratory study was significant for the following three reasons: 1) This study provided researchers with a deeper understanding of the relationship between mentoring and specific salient demographic categories, and provided insight into how mentoring was conducted in academic library to promote job satisfaction, 2) As noted above, there was an impending crisis in leadership in academic libraries as many librarians in leadership positions will be retiring over the next few years and new leaders will need to be developed (Whitmell, 2002), and 3) there was a dearth of scholarship on the relationship between mentoring and job satisfaction within the academic library literature.

This study was relevant for librarians and library staff who work in academic libraries across the state because their job satisfaction may hinge, in part, on mentoring and on effective library leadership. Libraries were commonly seen as the cultural and intellectual heart of a campus and libraries played a key role in the student experience. This type of research was relevant to future generations of library leaders so that they are aware of the importance of mentoring and the possible correlation with employees being satisfied with the jobs they perform for students and faculty.

Summary

Chapter one provided a rationale of why exploring the relationship between mentoring and job satisfaction found within academic librarians in California was important to researchers, articulated the purpose of this non-experimental, correlational study, provided two primary descriptive research questions and associated sub-questions that related to demographics, contained a brief set of working definitions to provide an understanding of current concepts discussed within the research, and included the significance of the study.

Chapter two was comprised of three sections. Section one encompassed a general review of the library leadership literature to provide context for the significance of mentoring and job satisfaction and why this was important to librarians and library employees working in libraries within higher education. Conjointly, a brief section on framing leadership was used as a lens through which to introduce and view the literature on leadership practices and approaches currently found within academic libraries. Framing leadership provided a unique perspective through which to comprehend the relationship between mentoring and job satisfaction, and provided a more complete and deeper understanding of how these two concepts may be

applicable to the understanding of leadership practices and approaches currently found within academic libraries.

Section two presented a critical and in-depth review and synthesis of the library literature on mentoring, supplemented by a review of these concepts in other disciplines. The mentoring review included mentoring models and programs in use in academic libraries, the benefits of mentoring for the protégé and the mentor, case studies for consideration, and areas that are ripe for future research. Section three offered an analysis and synthesis of the current literature on job satisfaction, and included definitions of job satisfaction, its relevance, and specific studies used to emphasize the importance of researching this concept through the spectrum of academic libraries.

Chapter three discussed the rationale behind the chosen research design and included subsections discussing the participants, the piloting of the study on local, readily accessible librarians and para-professional library staff, and sample questions from the survey itself. The survey was comprised of seminal extant surveys in the fields of mentoring and job satisfaction that were both reliable and valid. Interspersed with these survey instruments were self-generated, organic questions designed to explore specifically how mentoring and job satisfaction were currently practiced in academic libraries, and to target demographic categories related to these two major concepts. Additionally, a brief discussion of the independent (mentoring and demographics) and dependent (job satisfaction) variables, and the materials required to access and complete the questionnaire were discussed. Further information found within this chapter included a section on the procedures used to collect the data, and how the data were to be analyzed using statistical methodologies of correlation.

Chapter four provided an in-depth analysis and interpretation of the results of the survey, and included a discussion about what was found regarding the relationships between the two variables and the demographic data in order to determine how demographics were associated with the concepts in the study. The demographics included in this study analyzed the relationships between the dependent variable of job satisfaction and the independent variables of mentoring, gender, age range, ethnicity, longevity in position, and level of position. However, for the purposes of this study, the demographic variables that were emphasized in the research included current gender identity and race/ethnicity. Charts and graphs were provided to the reader as a visual representation of what was found during the course of the statistical analysis of the variables.

Chapter five included a detailed discussion on the limitations found within this quantitative non-experimental correlational study, offered areas of consideration for additional research, and discussed future trends in the areas of mentoring and job satisfaction as they pertained to current leadership practices and approaches found within academic libraries in California.

Chapter Two – Review of the Literature

Introduction

Leadership is an important factor that leads to success in academic libraries (Martin, 2016). Yet research on leadership in academic libraries is disseminated sporadically across higher education and library related literature, with very little holding it together as a corpus of knowledge (Fagan, 2012; Weiner, 2003). The importance of leadership and a lack of a cohesive body of empirically based leadership literature in the academic librarianship field calls for further research.

The current study used mentoring and job satisfaction instruments that may be beneficial in understanding current leadership approaches (e.g., Duren, 2012; Gavillet, 2012; Hicks & Given, 2013; Martin, 2016; Podell, 2012). This connection between mentoring and job satisfaction, and how this may correlate with specific leadership approaches will be discussed in further detail in Chapter 5 of this study. It was the hope of this researcher to add to the body of academic knowledge in the fields of academic librarianship, leadership, mentoring, and job satisfaction.

Complexities of Leadership Definitions

Many well respected leadership researchers and theorists have described leadership as a process (Eddy & VanDerLinden, 2006; Feldman, Level, & Liu, 2013; Gill, 2011; Northouse, 2010), a theory (Counts, Farmer, & Shepard, 1995; Rost, 1991), a philosophy (Greenleaf, 1991; Spears, 2004), an approach (Bass & Stodgill, 1990; Burns, 2010; Cashman, 2008) or as a set of competencies (Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle, & Weare, 2009; Bennis, 1989; Zaleznik, 1977), skills (Harris-Keith, 2015; Harris & Keith, 2016; Le, 2015), styles (Northouse, 2010) and traits (Conger & Kanungo, 1998; Covey, 1992). This disparity demonstrates the lack of a universally understood and accepted definition of leadership, and these inconsistencies pose

inherent challenges to the researcher. However, perhaps this ambiguity allows some flexibility in forming a deeper understanding of how leadership is defined and applied in academic library settings in colleges and universities throughout California, the geographic focus of this study.

Past Leadership Studies and Academic Libraries

In previous leadership research, studies focused on the charisma and power of the individual leader (Bennis, 1989; Conger & Kanungo, 1998; Yukl, 1999; Zaleznik, 1977). A plethora of additional research discussed the importance of organizational culture and goals (Northouse, 2010; Crawley-Low, 2013), the roles of followers and peers (Mavrinac, 2005), empowerment in leadership (Dambe & Moorad, 2008), shared leadership (Cawthorne, 2010; Franklin, 1999), transition and succession planning (Bedard, 2009; Curran, 2003; Hawthorne, 2011; Matthews, 2003; Riggs, 1999), and the contextual framing of leadership (Avolio, Walumbwa, & Weber, 2009). Each of these studies contributed to the leadership literature, and provided perspectives for academic library leaders to consider since the basis of the library profession rests on service.

Evidence suggested that academic librarians chose their profession based in part on the need to serve others. This perception was reinforced by a survey of nine University of California campuses, where job satisfaction was connected to librarians and staff helping others (Kreitz & Ogden, 1990). Simmonds and Andaleeb (2001) describe academic libraries “as the heart of the learning community” (p. 626), and highlight the importance placed on academic librarians who serve users through knowledgeable and effective service. This commitment to service to others is a common value for academic librarians and staff. For example, core documents disseminated by the American Library Association (ALA) and its academic subdivision, the Association of College and Research Libraries (ACRL) (“*Code of Ethics*,” 2008; “*Core Values of Librarianship*,” 2004; “*Libraries: An American Value*,” 1999) emphasize the importance of

service for academic library employees. The author of this study contends that the relationship between the values of academic librarianship, with its service oriented focus, and the two leadership approaches of transformational and servant leadership, both of which value individuals and organizational development, lead to a natural synergy where relationships to mentoring and job satisfaction lie waiting to be discovered.

Current Leadership Studies in Academic Libraries

The literature on leadership in academic libraries was more broad than deep. The majority of the articles reviewed other scholar's research studies (Harris-Keith, 2016; Le, 2016; Meier, 2016), and others emphasized leadership skills (Harris-Keith, 2015; Harris-Keith, 2016; Le, 2015). Both internal library leadership programs that were organic to a specific academic library (Bugg, 2016; Camille & Westbrook, 2013; Gola & Bennett, 2016; Mierke, 2014), and external leadership programs such as those provided by the ACRL/Harvard University Leadership Institute (Kalin, 2008) and the College Library Directors' Mentor Program (Hardesty, Adams, & Kirk, 2017) were discussed by several researchers, and this research discussed the advantages and disadvantages of each type of program. Additional studies explained the importance of developing the next generation of leadership (Gold, 2016; Gordon, 2010; Le, 2016; Meier, 2016; O'Connor, 2014; Smith & Galbraith, 2012), ineffective leadership (Bell, 2015; Farrell, 2015; Moropa, 2010; Staninger, 2012) as compared to leadership effectiveness (Fagan, 2012), and reviewed the vast array of leadership approaches and styles (Duren, 2012; Gavillet, 2012; Martin, 2016; Northouse, 2010; Podell, 2012).

Additional topics included the differences found between supervisors, managers, and leaders (Farrell, 2013); transition of librarians into leadership positions (Brundy, 2014; Farrell, 2015) the importance of forming partnerships and working with stakeholders across campus (Broome,

2010); and how leadership was related to technology pursuits in web site design and the use of social media (Nesta & Mi, 2011). In this next section, the potential of an identifiable relationship between leadership and mentoring in academic libraries will be reviewed to determine if there was an association with library employee job satisfaction.

Mentoring Defined

Several researchers contend that the term *mentor* hailed from ancient Greece (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005; Eby, Rhodes, Allen, 2007; Freedman, 2009; Nankivell & Shoolbred, 1997; Ragins & Kram, 2007; Scandura & Pelligrini, 2007), in reference to the character Mentor, who was chosen by Odysseus as a tutor for his son Telemachus, and who acted as a guide, tutor, and teacher to the young man in Homer's (1998) seminal and epic poem, the *Odyssey*. Others have suggested that the definition of this term goes back even further in time, and was associated with the relationship of master and apprentice that dates back to ancient Asian traditions (Zhang, Deyoe, & Matveyeva, 2007). In historical terms, both definitions offer similar conceptual understanding in that one individual, who was inexperienced in the ways of the world or in a chosen profession, was taught or guided by another more senior individual who was more experienced, knowledgeable, or wise as part of an ongoing relationship.

Complex concepts, such as leadership, job satisfaction, mentor, and protégé are challenging to define, and this becomes clear when one looks at the disparity in historical and contemporary mentoring definitions. Crisp and Cruz (2009) discovered over 50 definitions of mentoring that have arisen in the literature over the past 30 years. Although the literature on defining mentoring is not exact, it did provide some useful insight into the historical origins of the term and its current meaning. Through exposure to multiple definitions that were currently used, one can formulate an understanding based on the multiplicity of definitions, and through this synthesis,

begin to extract consistent central tenants of the term as it was illustrated in the scholarly literature.

Haggard, Dougherty, Turban, and Wilbanks (2011) compiled selective contemporary examples of the definition of mentoring that assist in this understanding, and common threads within the several definitions included the establishment of a beneficial relationship between a senior, more experienced person and a junior, less experienced individual in order to provide a nurturing and supportive environment conducive to learning. Noh (2014) reinforced this understanding, in which mentoring was defined as "...a relationship in which a well-experienced person helps a novice's or junior's career development by providing experience, knowledge, and counseling" (p. 224), and for the purposes of this study was the definition that the researcher used. Van Emmerik, Baugh, and Euwema (2005) provided clear definitions for both mentor and protégé as a part of their research study. "A protégé' was the person who was guided and supported by a mentor or coach. A mentor was an influential individual with a higher ranking in your work environment who had advanced experience and knowledge so he/she can give you support, guidance and advice for your development" (p. 314).

Field (2001) suggested that both terms, mentor and protégé were important terms to define. Mentor related most closely with the concept of teacher, advisor, or coach, whereas protégés were more in alignment with the concepts of student, advisee, or apprentice. Freedman (2009) theorized that the definition of mentoring was associated most closely with the personal aspects of a relationship and career success. Similarly, Goodyear (2006) explained mentoring as process, and like Freedman (2009), focused on the relationship to promote career development and success. Gehrke (2001) took a different more simplified approach and defined the relationship between mentor and protégé by suggesting the relationship was based on giving and receiving.

Zachary (2005) defined mentoring through the lens of reciprocal collaboration, where both parties are accountable in reaching stated goals. An additional definition directly related to academic libraries and institutions of higher learning was provided by Golian and Galbraith (1996), but they, like many of the other researchers, were unable to identify one definition that was universally understood.

Significance of Mentoring for Academic Libraries

Mentoring occurred in many organizations both inside and outside of librarianship. Fields as diverse as the military (Lester, Hannah, Harms, Vogelsang, & Avolio, 2011); clinical research (Fleming et al., 2013); nursing (Berk, Berg, Mortimer, Watson-Moss, & Yeo, 2005); banking (Van Emmerik, Baugh, and Euwema, 2005), psychology (Allen, Eby, Poteet, Lentz, & Lima, 2004); education (Matthews, 2003); and business (Kram, 1983; Harrington & Marshall, 2014; Meister & Willyerd, 2010) benefit from the mentoring process. Within academic librarianship, mentoring was chronicled mainly in the realm of career development (Dallis, Donovan, & Okada, 2009; Freedman, 2009; Kenefick & DeVito, 2015; Martorana, Schroeder, Snowhill, & Duda, 2004; Rastorfer & Rosenof, 2016; Robbeloth, Eng, & Weiss, 2013; Sears, 2014; Strothmann & Ohler, 2011), but also included research on mentoring programs (Goodsett & Walsh, 2015; Lorenzetti & Powelson, 2015; Noh, 2014; Weiner, 2015), and mentoring marginalized groups, both of which were relative to academic libraries (Harrington & Marshall, 2014; Mallon, 2014; Seal, 2015; Steele, 2009).

The significance of mentoring in academic libraries was related to the perception of the graying of the library profession that was discussed in chapter one (Wilder, 1995). Lynch, Tordello, and Thomas (2005) predicted that from 2010 through 2020, about 45% of currently

employed librarians will reach the retirement age of 65, and between 2015 – 2020, approximately 24% of librarians were projected to retire.

In contrast, the U.S. Bureau of Labor Statistics (2016) job outlook indicated only a minimal 2% growth rate, equivalent to 2,700 jobs, which will be available for librarians. With a sizeable percentage of the librarian population being of retirement age by 2020, and with a minimal growth projection from the data supplied by the U.S. Bureau of Labor Statistics (2016), there is an urgent need to develop new library leaders

The concern that retirements may lead to a leadership vacuum in the upper administration of academic libraries was legitimate, but several studies have begun to identify how mentoring alleviated these issues well into the 21st century (Cox, 2007; Fiegen, 2002; Henrich & Attebury, 2010; Mosby & Brook, 2006). Effective mentoring programs provided an important avenue for professional development and succession planning that were beneficial to the library profession's continued growth and success (Matthews, 2003; Mavrinac, 2005; Nankivell & Shoolbred, 1997; Neyer & Yelinek, 2011).

Formal and Informal Mentoring Models

Various mentoring models were used in academic libraries across the country. Freedman (2009) provided a brief synopsis of mentoring types and research associated with different types of mentoring, including formal, informal, peer, group, and professional organization models. However, although researcher have studied each of these, this literature review focused on the two most commonly accepted types of mentoring found in academic libraries, formal and informal mentorship.

There continues to be no universal agreement on whether informal or formal models of mentoring are more effectual, but Field (2001) found that informal mentoring was considered

more practical and successful than formal mentoring in academic libraries. With an understanding that the mentoring process emerges from the needs of the organization and the expectations of the mentor and protégé (Culpepper, 2000), formal or informal mentoring processes were often implemented as personnel developmental strategies (Haglund, 2004; Murphy, 2008; Taylor, 1999), processes in support of promotion and retention (Snow, 1990), or were simply more generally viewed as beneficial to the participants involved with the mentoring process (Field, 2001; Hardesty, 1997; Munde, 2000).

Mentoring Programs in Academic Libraries

Case studies were readily available that offered examples of formal and informal mentoring programs that were implemented in academic libraries over the past 15 years. Formal mentoring programs were implemented at Louisiana State University (Kuyper-Rushing, 2001), Colorado State University (Level & Mach, 2005), Wichita State University (Zhang et al., 2007), the University of Kansas (Ghouse & Church-Duran, 2008), and California State University at Long Beach (Bosch et al., 2010). Informal programs found at Oakland University (Keyse, Kraemer, & Voelck, 2003), Mississippi State University (Lee, 2005), and the University of Idaho (Henrich & Attebury, 2010), were reviewed to better understand the effectiveness of these informal peer mentoring processes. These findings are discussed in more depth below.

Formal Mentoring Programs in Academic Libraries

Louisiana State University's formal mentoring program focused primarily on tenure-track librarians. The findings from the study conducted by Kuyper-Rushing (2001) indicated that the program was effective because it was well planned, solicited feedback from mentors and protégés, and utilized both internal and external experts to conduct workshops that librarians believed help make the program sustainable and beneficial to those who participated.

At Colorado State University (CSU), Level and Mach (2005) found that the mentoring program, similar to the one initiated at Louisiana State University, focused on tenure-track and tenured librarians. Library administration at CSU offered support for mentoring library colleagues, and the findings demonstrated that communication, open dialogue, and the peer to peer mentoring process promoted a positive organizational culture within the library. For example, it was found that communication about the tenure process was more transparent, and that librarians from across departments were able to form partnerships that were beneficial when discussing the challenges associated with the tenure process (Level & Mach, 2005).

In a case study of mentoring at Wichita State University library, Zhang et al., (2007) also found that the mentoring program experience were positive. The program provided a path for professional development and growth for librarians, which sought to inspire employees to be more productive. The perspectives of both mentors and protégés were examined, mentor and protégé matching factors, and revisions of the formal program were discussed to revise and improve the mentoring process. Some findings that resulted from mentor and protégé comments included ensuring that the goals of the program were clear to all participants, that mentoring was differentiated from training, and that mentor and protégé matching must be reviewed to ensure that both parties are comfortable in the match and are able to communicate openly with each other (Zhang et al., 2007).

According to Ghouse and Church-Druan (2008), the University of Kansas mentoring program was modeled after the one at Louisiana State University. An assessment tool, that identified areas for collaboration regarding mentoring, was created to assist with the matching of mentors and protégés. Additionally, transparent and open communication was encouraged to set the stage for a formal mentoring agreement that was agreed upon and initiated between the two participants.

Assessment and revision of the program was critical, and became the impetus for program improvement that moved the program to be more inclusive by including staff and librarians in the mentoring program.

Bosch, Ramachandran, Luevano, and Wakiji (2010) explained the use of a Resource Team Model (RTM) at California State University in Long Beach as a way to formally mentor newly hired librarians. Advantages and disadvantages for the mentor and protégé were identified, and three mentors working with one protégé alleviated the burdens associated with mentoring for the mentors, and provided the protégé the ability to consult with three mentors who had specific areas of expertise in the mentoring process. Though the process has been revised over the years, the mentoring program provided career development opportunities, networking, and assistance in gaining tenure.

Informal Mentoring Programs in Academic Libraries

Oakland University's library focused on mentoring librarians who were undergoing the tenure process (Keyse, Kraemer, & Voelck, 2003). By providing casual and less restrictive guidelines, the informal mentoring process encouraged dialogue, active engagement in the mentoring process, and writing and publishing advice, all without the inflexibility that occurred in more formal programs.

At Mississippi State University, Lee (2005) shared elements and findings from the informal mentoring program were put into place at the university library. Lee (2005) explained that the library used a research committee model and mentored both tenured and untenured librarians. This informal mentoring process included developing workshops to improve librarian research skills, recognizing and promoting librarian's scholarly achievements, and providing librarians with information about upcoming conferences, scholarly opportunities, and encouraged

librarians to take additional research courses offered at the university to develop professionally.

The University of Idaho, according to Henrich and Attebury (2010), preferred an informal peer approach to mentoring and put into place a community of practice model (CoP). The CoP created goals and outcomes, met on a regular basis, and provided input to librarians on scholarly activities, research, and professional development opportunities. Although the process was deemed a success, minor adjustments to the community of practice were made after an informal evaluation of the librarians was conducted.

Table 1 – Formal and Informal Mentoring Models in Academic Libraries

Institution	Formal Mentoring	Informal Mentoring	Key Elements
Louisiana State University	X		Tenure track librarians; internal and external experts; solicited feedback
Colorado State University	X		Tenure track librarians; peer to peer; communication across campus
Wichita State University	X		Targeted librarians; mentor and protégé match; clear goal setting
University of Kansas	X		Staff and librarians; assessment tool to ensure mentor/protégé match
California State University	X		Librarians; Resource Team Model; three mentors for each protégé
Oakland University		X	Tenure track librarians; writing and publishing advice; open, causal dialogue between mentor/protégé
Mississippi State University		X	Librarians; research committee model; workshops, recognition; scholarship mentoring
University of Idaho		X	Librarians; Community of Practice model; goal setting; professional development

Common themes of collaboration and communication threaded their way through each of the reviewed case studies. This was true whether the mentoring process was formal or informal in nature. These types of mentoring programs have continued to evolve, and as they grow, the mentoring processes and programs to address the ever changing dynamic associated with mentoring in academic libraries continue to evolve, too (Ghouse & Church-Duran, 2008; Neyer & Yelinek, 2011).

Benefits of Mentoring

Goodyear (2006) believed that mentoring provided benefits to both mentors and protégés. Mentors benefited by giving back to the profession through the support provided to protégés, and protégés benefited through the guidance and advice offered by the mentor. Field (2001) focused on the positive aspect of career guidance as a benefit for the protégé, and believed that mentoring also boosted self-esteem and confidence in newly hired librarians. Collaborative and collegial relationships were often established during the mentoring process, and Hardesty (1997) explained that mentoring provided a safe space for deep dialogue where thoughts were shared openly in a trusting manner. Munde (2000), however, took a difference approach and emphasized organizational benefits derived from the mentoring process. Retention, succession planning, and the acclimation to a library's organizational culture were benefits associated with mentoring.

Benefits of Mentoring Across Generations

Benefits of mentoring also spanned generations in library organizations. Research conducted by Mosley (2005), Neyer and Yelinek (2011), and Young, Hernon, and Powell (2006) explored the benefits of mentoring for Gen-X and Millennials. Young, Hernon, and Powell (2006) identified the span of years associated with Gen-X (individuals born between 1965 and 1979)

and Millennials (those born between 1980 and 2001). The literature on workers spanning generations was relevant when discussing the benefits of mentoring, because Meister and Willyerd (2010) predicted that half of the workforce in 2014 will be comprised of Millennials, and Mosley (2005) expressed how important it is for Baby Boomers born between 1946 and 1964 to understand how to mentor younger generations of library employees.

Support of professional development opportunities, the provision of positive and continuous feedback and support, and instruction on tactful communication are considered by Gen-X library employees to be beneficial during the mentoring process (Mosley, 2005). Benefits such as networking, opportunities for learning, and professional development are valued by Millennials, and mentoring is beneficial in organizations that employ significant numbers of Millennial aged employees (Meister & Willyerd, 2010).

Benefits of Mentoring for Minorities

Benefits of mentoring were not relegated solely to those who span generations or have had opportunities to play a role in the mentoring process, but were also critical for minority employees (Bonnette, 2004; Johnson, 2007; Olivas & Ma, 2009). Josey (2002) surveyed graduating library science students from ALA accredited library schools and found that 90% of the graduates were White. Howland (1999) stated that approximately 80% of library employees in the United States were White, and Chang (2013) provided recent evidence that the Association of Research Libraries (ARL) had averaged between 85% - 90% of White employees in professional library staff. These statistics demonstrated a lack of diversity in the library profession, and through mentoring minorities and other marginalized groups of library employees, the benefits that mentoring provided may be one way to increase minority representation (Bonnette, 2004; Johnson, 2007; and Olivas & Ma, 2009).

Bonnette (2004) stated that by 2050, 50% of the United States population will be comprised of ethnic minorities. Benefits that minorities acquire through the mentoring process include the provision of new knowledge, skills, and abilities; the instilling of confidence; and an ability to be resilient in working through work-related politics (Bonnette, 2004). Howland (1999) believes that sharing knowledge and providing positive feedback and support through mentoring are benefits to minorities in the library profession and can increase employee effectiveness. In a study conducted by Olivas and Ma (2009), 1 in 5 minority librarians expressed job satisfaction, and this related directly to participation in the mentoring.

Job Satisfaction Defined

Like both leadership and mentoring, job satisfaction is a complex construct and some posit that the term itself has been inconsistently defined (Weiss, 2002). Definitions abound, but were not agreed upon by leading experts and researchers as a review of the literature has revealed (Topper, 2008). Historically, Hoppock (1935) defined job satisfaction, in part, based on environmental, psychological, and physiological factors that individual employees identify with when they report being satisfied with their current job. Three decades later, Vroom (1964) understood job satisfaction as involving ego and complex emotional responses to the job (p. 7).

In an article by Vaughn and Dunn (1974), job satisfaction was defined as "...the feeling an employee has about his pay, his work, his promotion opportunities, his co-workers, and his supervisor" (p. 163). A seminal definition of job satisfaction offered by Locke (1976) stated that job satisfaction was "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (p. 1300). Spector (1985) explained that job satisfaction related to emotional responses toward specific characteristics of the job or the job in its entirety. Blum and Naylor (1986) defined job satisfaction generally as an attitude an employee took at work

regarding financial, personal, and social relationships found within the workplace. Kreitz and Ogden (1990) studied the importance of job satisfaction for the information industry, and postulated that job satisfaction for librarians and library staff was defined in terms of financial, psychological, and intellectual needs, which seemed in alignment with the definition offered by Blum and Naylor (1986). Jyoti and Sharma (2015) defined job satisfaction as a connection between individual orientation and current work roles. With these varied definitions forming a foundational understanding of job satisfaction from a historical and social science perspective, this researcher investigated job satisfaction as it was perceived by employees in public and private college and university academic libraries found within the state of California in order to better understand this complex construct. For the purposes of this study, the definition from Blum and Naylor (1986) were used as the primary reference.

Significance of Studying Job Satisfaction in Academic Libraries

The importance of job satisfaction for employees cannot be overstated, and after reviewing several theoretical and empirical studies that had been written since the early 1920's, Locke (1976) established three schools of thought related to job satisfaction. The first school was based on the physical and economic factors that comprised job satisfaction for many employees, including salary, the physical space where individuals worked, and the amount of fatigue that they experienced as part of their daily routine. The second school of thought revolved around human relations and took into account informal and formal working relationships with supervisors and colleagues. The third school centered on the work itself and the elements of finding challenging and engaging work to keep employees satisfied (Locke, 1976). These three schools of thought laid the groundwork for the many studies on job satisfaction that followed including a meta-analysis conducted by Judge, Thoresen, Bono, and Patton (2001), and

additional studies completed outside of librarianship (Scarpello & Campbell, 1983; Wong & Laschinger, 2012).

Understanding these studies was important to this researcher for several reasons. First, the studies directly involved academic library employees and job satisfaction and provided some historical and contextual understanding of past research on this topic. Second, the majority of the research studies on job satisfaction and academic libraries were dated, having been conducted primarily between 1974 and 2008 (Berry, 2007; Chwe, 1978; Fitch, 1990; Goetting, 2004; Horenstein, 1993; Kreitz & Ogden, 1990; Leckie & Brett, 1997; Lim, 2008; Lynch & Verdin, 1983; Parmer & East, 1993; Plate & Stone, 1974; St. Lifer, 1994; Van Reenen, 1998; Vaughn & Dunn, 1974; Voelck, 1995; Williamson, Pemberton, & Lounsbury, 2005), and current quantitative research in job satisfaction for academic library employees was sporadic (Bernstein, 2011; Moniarou-Papaconstantinou & Trantafyllou, 2015; Morgan, 2014; Peng, 2014; Sewell & Gilbert, 2015). Third, none of the studies examined the relationship between job satisfaction and mentoring, which provided an opportunity to add to the original research in areas of academic librarianship, leadership, job satisfaction, and mentoring that may be of use to future scholars.

Job Satisfaction in Academic Libraries

Research studies on job satisfaction in academic libraries were diverse in their scope. Some studies have focused specifically on job satisfaction as it relates to library staff or non-librarians (Fitch, 1990; Lim, 2008; Parmer & East, 1993; Sewell & Gilbert, 2015; Vaughn & Dunn, 1974; Voelck, 1995). Two comprehensive surveys conducted on behalf of one of the leading trade magazines in the field of librarianship, *Library Journal*, provided job satisfaction trend data that indicated high levels of job satisfaction for librarians both in 1994 and in 2007 (Berry, 2007; St. Lifer, 1994). Additional studies have emphasized job satisfaction found in professional academic

librarians and library directors (Horenstein, 1993; Leckie & Brett, 1997; Morgan, 2014; Peng, 2014; Plate & Stone, 1974; Van Reenen, 1998).

Studies varied in the measurement instruments used to collect data, such as the *Job Descriptive Index* (Vaughn & Dunn, 1974; Fitch, 1990), the *Minnesota Satisfaction Questionnaire* (Kreitz & Ogden, 1990), the *Job Satisfaction Survey* (Parmer & East, 1993; Voelck, 1995), Gallup polls (Van Reenen, 1998), or author created surveys and questionnaires (Horenstein, 1993; Leckie & Brett, 1997). Research studies on job satisfaction also varied in the emphasis that was placed on factors associated with job satisfaction. Motivational factors based on the work of Abraham Maslow (1954) and Herzberg (1968) was one area where research studies on job satisfaction and human motivation have appeared in the library literature (Bernstein, 2011; Plate & Stone, 1974; Sewell & Gilbert, 2015), as have studies on attitudes (Goetting, 2004).

Faculty status was a factor in job satisfaction for librarians, according to research conducted by Horenstein (1993) and Leckie and Brett (1997), and additional studies have analyzed demographics (Berry, 2007; Fitch, 1990; Lynch & Verdin, 1983), compensation (Fitch, 1990; Kreitz & Ogden, 1990; Lim, 2008; Parmer & East, 1993; Vaughn & Dunn, 1974; Voelck, 1995), promotion (Fitch, 1990; Lim, 2008; Vaughn & Dunn, 1974; Voelck, 1995), and job duties or responsibilities (Chwe, 1978; Lim, 2008; Moniarou-Papaconstantinou & Trantafyllou, 2015; Williamson, Pemberton, & Lounsbury, 2005).

Job Satisfaction and Academic Libraries in the 1970's

The *Job Descriptive Index (JDI)*, used the five scales of pay, promotion, work, supervision, and people that an individual works with to measure job satisfaction, was chosen by two researchers based on its reliability, validity, brevity, and usefulness in measuring job satisfaction

in a variety of occupations. These researchers, Vaughn and Dunn (1974), conducted a survey with six university libraries totaling 341 librarians and staff, and reported a response rate of almost 78%. The results of this survey emphasized the connections between supervisor performance, organizational effectiveness, employee job satisfaction, and employee productivity. Regarding supervisory performance, Vaughn and Dunn (1974) discovered that supervisors or managers have an influence on employee's job satisfaction through their leadership, counseling, and coaching.

Another study on job satisfaction was conducted in the late 1970's by Chwe (1978). The purpose of this study was to determine whether reference librarians experienced more job satisfaction than catalogers in an academic library environment. Using random sampling, 120 university libraries were chosen out of approximately 600 across the country. One hundred eighty-three reference librarians and 178 catalogers across 37 states completed the survey. The central findings of the study indicated that there was no significant difference in job satisfaction between reference librarians and catalogers. However, it was apparent that catalogers were more dissatisfied in areas involving creativity, social service, advancement, working conditions, and task variety within the job while reference librarians were least satisfied with advancement and compensation practices.

Job Satisfaction and Academic Libraries in the 1980's

In a highly cited article, Lynch and Verdin (1983) conducted a survey that examined a variety of factors associated with job satisfaction to include demographic data and work experiences. This study was conducted in three university libraries and the survey was distributed to all full time employees which included librarians, administrators, and staff. Five hundred twenty-one surveys were disseminated and 384 were returned, which provided a high response rate of 73%.

No significant differences were identified between male and female respondents. Another finding that focused solely on the reference and circulation departments indicated that the longer an employee worked for the library, the more satisfied they became. Interestingly, this study connects with Locke's (1986) school of thought on the work itself, since some of the findings seemed to indicate that job satisfaction levels varied within the same department, from one department to another, and within occupational groups (Lynch & Verdin, 1983).

Job Satisfaction and Academic Libraries in the 1990's

Kreitz and Ogden (1990) oversaw an extensive survey across nine University of California campuses based on the *Minnesota Satisfaction Questionnaire*. The survey examined a variety of factors associated with job satisfaction to include frequency levels involving a variety of tasks performed by librarians and library staff, levels of job related satisfaction, and sociodemographic characteristics of the respondents. This study was pilot tested in all nine University of California libraries using five professional librarians and five paraprofessional library staff members. Once the pilot was completed and appropriate revisions made, the final version of the survey was distributed to all full time employees which included librarians, administrators, and staff. There were 1,573 library staff members, and 599 librarians who received the survey at the time of this study. 326 of the 599 or 54% of the librarians surveyed responded, and 563 out of 1,573 or 35% of the library staff responded. 889 surveys were returned for an overall combined respondent rate of 41%, which the authors of this study reported as high (Kreitz & Ogden, 1990).

Only one hypothesis put forth by the authors of this study were verified, and the data indicated that no significant differences were identified between male and female respondents, which was in alignment with the study by Lynch and Verdin (1983). Substantive discrepancies in job satisfaction were found between librarians and library staff, and these included significant

gaps in the relationship between work duties and educational training, opportunities for advancement, and salary concerns (Kreitz & Ogden, 1990).

Using the *Spector Job Satisfaction Survey*, Voelck (1995) surveyed library staff in thirteen state supported academic libraries across the state of Michigan. Overall, the results indicated a high rate of job satisfaction among support staff surveyed. According to the mean scores, job satisfaction had a definitive association with the nature of the work, the interactions with immediate supervisors, and the relationships established with co-workers. Dissatisfaction stemmed from limited opportunities for promotion and advancement and salary concerns. It was interesting to the researcher that both studies seemed to identify similarities regarding lack of opportunity for promotion, and this was connected with the researcher's study using one of the leadership processes, succession planning. Voelck (1995) also suggested some ideas for improving job satisfaction among support staff in academic libraries and these included fair compensation for related jobs, and active participation in communication and decision-making processes.

In a study conducted by Van Reenen (1998), he was able to modify, with permission from Gallup Inc., some questions that were previously used in a Gallup survey to measure job satisfaction of the American worker. Van Reenen referenced six previous job satisfaction surveys related to academic libraries that were conducted over the past 30 years and used six of the job satisfaction related questions found in the original Gallup survey to specifically target academic library employees. Though the sample size was fairly small at 132 surveys distributed, the response rate was high at nearly 77%. The results indicated that job satisfaction tended to be higher in older employees, in those with more experience on the job, and in professional librarians as compared to library staff (Van Reenen, 1998). The researcher was also collecting

demographic information similar to the data shared in this study, so it was interesting to see how the sets of data corresponded and to see the similarities in the data.

Job Satisfaction and Academic Libraries in the 2000's

Lim indicated that very few recent studies on job satisfaction in academic libraries were written about in the literature (Lim, 2008). In Lim's study, though beneficial in providing some data on academic libraries and job satisfaction, the data had limited generalizability due to its sole focus on information technology workers in academic libraries.

This researcher was able to locate some additional studies of job satisfaction related to academic libraries and these included a literature review that shared sociological and psychological aspects of job satisfaction with relevant connections made to academic librarians and staff (Topper, 2008), and two additional contemporary studies conducted by Peng (2014) and Morgan (2014).

Job satisfaction has both intrinsic and extrinsic factors associated with it, and according to Peng (2014), the intrinsic factors revolve around autonomy, personal responsibility and achievement as exhibited through work completion. Extrinsic factors, such as salary, physical working conditions, and relationships are dichotomous to intrinsic factors, but both play an important role in how employees view their job satisfaction. The respondents were full time librarians with more than one year of experience in 80 academic libraries spread throughout Taiwan with the majority of those surveyed being female and less than 40 years old. The importance of the findings from this survey advance the literature regarding the connection between contextual and task performance, and the influence of internal and external factors on job satisfaction in university level libraries.

Morgan (2014) surveyed the sources behind job satisfaction using 1,833 respondents from the

graduate school of library and information science at the University of North Carolina who had graduated between the years 1964 – 2009. The study examined variables related to job satisfaction including work schedule flexibility, interpersonal relationships, economic benefits, and environment. Interestingly, this study also looked at librarianship as craft, what role family dynamics played, and professional achievement in order to determine what effects, if any, these variables had on individual job satisfaction. The results indicated that professional achievement and librarianship as craft were the most significant factors in job satisfaction for this group of graduates, and that job security, the setting of an academic library itself, and working full time contributed to job dissatisfaction among the group.

These studies on job satisfaction in academic libraries were informative, and provided a fundamental understanding of how important job satisfaction was to employees in academic libraries. From the author's perspective, it was enlightening to see how many of these studies did actually reflect the work put forth by Locke (1976) and were often associated with his established three schools of thought regarding job satisfaction. Further studies, such as the current author's, desires to determine if library employees perceive a relationship between mentoring and job satisfaction, and if that relationship is significant enough to warrant further investigation in order to add to the depth of literature in this field of study.

Job Satisfaction and Mentoring Studies

The library related literature was almost non-existent when it came to locating research studies that analyzed the relationship between mentoring and job satisfaction in academic libraries. When a search query using the subject terms “mentoring” AND “job satisfaction” was conducted in two prominent library literature related databases that combined provide access to over 1,000 journals and periodicals in the field of librarianship (*Library Literature &*

Information Science Full Text by H. W. Wilson, and *Library, Information Science, and Technology Abstracts* by EBSCO), the results listed four results, with only two of those contained in academic journals.

When the search query strategy was expanded using the same two terms searching across all fields, including keyword searching, the results again were alarmingly low at 16. The researcher did, however, locate a few informative references outside of academic librarianship that looked at both mentoring and its relationship with mentoring, and these will be explained in order to demonstrate that this is an area where more research needs to be conducted if librarians and library staff members are to better understand the association between the two variables.

In a review of seven studies outside of academic librarianship that analyzed some aspect of the relationship between mentoring and job satisfaction, one was a meta-analysis of the literature that reviewed the scholarship on mentoring and the psychosocial and career benefits associated with job satisfaction for protégés (Allen, Eby, Poteet, Lentz, & Lima, 2004). One study focused on a service industry using call center employees as participants (Jyoti & Sharma, 2015), two surveyed faculty members from higher education institutions (Bannerjee-Batist, 2014; Bilimoria, Perry, Liang, Stoller, Higgins, & Taylor, 2006), and three distributed questionnaires to employees in health science related fields (Lankau & Scandura, 2002; Lee & Montiel, 2011; Weng, Huang, Tsai, Lin, & Lee, 2010).

The majority of the research studies utilized extant scales such as the *MSQ*, *JSS*, *AMAQ*, or the *Noe Mentoring Function Scale* to measure mentoring or job satisfaction (Bannerjee-Batist, 2014; Bilimoria, Perry, Liang, Stoller, Higgins, & Taylor, 2006; Lee & Montiel, 2011; Weng, Huang, Tsai, Lin, & Lee, 2010) while two used author-created surveys (Jyoti & Sharma, 2015; Lankau & Scandura, 2002). Two studies conducted pilot tests (Lankau & Sandura, 2002; Lee &

Montiel, 2011), and used some forms of advanced statistical analysis such as multiple or hierarchical regression (Bilimoria, Perry, Liang, Stoller, Higgins, & Taylor, 2006; Lee & Montiel, 2011; Weng, Huang, Tsai, Lin, & Lee, 2010). The overall results from these selected research studies indicated that mentoring positively impacted employee job satisfaction.

A summary of key academic library research studies related to job satisfaction were examined. The purposes and tools used in these studies were explained to provide historical context. These studies provided a contrast to the proposed study in that they did not examine the relationship between mentoring and job satisfaction in academic libraries (Fitch, 1990). This research gap reinforces the significance and purpose of the proposed study as a contribution to the literature in the areas of job satisfaction, mentoring, and academic librarianship in California.

Summary

A review and synthesis of the library related literature was conducted in order to better understand the connections between leadership, mentoring, and job satisfaction. This chapter introduced the concept of framing leadership, offered relevant examples of the complexities found in defining leadership, and then provided background on past leadership studies implemented in academic libraries. Two leadership approaches most commonly found in academic libraries were discussed briefly, and a section on current leadership studies in academic libraries was included to provide a foundation for understanding associations between leadership and mentoring.

Mentoring definitions were provided and offered as evidence that complex concepts such as mentoring may not have one clearly defined and universally accepted definition. The significance of mentoring for academic libraries was explained, with a focus on how mentoring may provide future opportunities for leadership within our profession. Formal and informal

mentoring models that were found in the academic library literature were shared, and several examples of case studies of mentoring models were included in this section. The benefits of mentoring were provided, with a further breakdown on how mentoring offers benefits across generations and especially for minorities within the profession.

This chapter also included pertinent information on how job satisfaction had been defined historically, the significance of studying job satisfaction in academic libraries, how job satisfaction has been assessed in our field, and then a brief discussion of job satisfaction was implemented in academic libraries from the 1970's until more contemporary times. Finally, job satisfaction and mentoring studies were analyzed both within and outside of our profession to demonstrate the lack of research on the associations between these two variables often missing from the academic library related literature.

Chapter Three - Methodology

Introduction

This chapter is divided into two sections. Section one provides the purpose and the significance of the study, including a list of descriptive and demographic research questions, and offers a rationale on why the chosen research design is appropriate and useful for the research questions of the study. Subsections within section one discuss the results of a pilot study, the identification, advantages, and disadvantages of extant and author-created survey questions to be used in this study, a discussion of the independent and dependent variables, and a description of the required hardware and software necessary to create, access, and complete the online questionnaire. Section two of this chapter focuses on the procedures used to collect the data, how the data is to be analyzed using statistical methodologies, explains the potential limitations of this type of study, and concludes with the ethical concerns that researchers must consider when conducting research of this type.

Section I - Purpose

The primary purpose of this study is to determine if or how mentoring correlates with job satisfaction for library employees. A secondary purpose was to determine if mentoring impacts job satisfaction in library employees who participate in this study, and what influence race/ethnicity and current gender identity had on this relationship. The literature provided an abundance of secondary resources on mentoring and job satisfaction individually, but within the library related literature, the relationship between these two concepts has not been discussed in depth. This presented an opportunity to explore this association and add to the body of original research in the field of academic librarianship, mentoring, job satisfaction, and academic library leadership. A tertiary purpose was to create a reliable and valid measure using both extant and

author-generated survey items. This instrument was used in a correlational analysis of mentoring and job satisfaction within public and private college and university libraries in California, excluding community colleges, in order to establish what relationships, if any, exist, between the independent variables of mentoring, two carefully selected demographic variables of current gender identity and race/ethnicity, and the dependent variable of job satisfaction. A quadrary purpose was to develop a better understanding of how two current leadership approaches often found in academic libraries were associated with mentoring and job satisfaction.

Significance of the Research Study

The rationale for researching the relationship between mentoring and job satisfaction was based on a review of the literature and the author's research questions. First, although there was literature available on mentoring and job satisfaction, there was little evidence in the contemporary library related literature on the correlation between mentoring and the outcome of job satisfaction. Second, a review of the extant literature found no studies that examined the difference in job satisfaction between those acting as mentors and those being mentored. Third, the researcher's two decades of professional experience working in academic libraries has led to a belief that professional development through mentoring offers one pathway for library employees to find satisfaction in their current job positions. Fourth, as detailed previously in Chapter 2 of this study, there continues to be a graying of the library profession (Curran, 2003; Lynch, 2005; Whitmell, 2002) that remains a cause for concern for academic library employees in California. Given the need to replace an increasing number of library employees in the near future, job satisfaction and its relationship with mentoring are especially important.

Current academic library leaders are being replaced by librarians who are not currently in leadership positions and have limited leadership experience and expertise (Artman, 2014;

Hernon, Powell, & Young, 2001; Markgren, Dickinson, Leonard, & Vassiliadis, 2007). As a new group of leaders emerge from the librarian ranks, it is imperative for academic librarians to understand if the mentorship provided by library leaders throughout all levels of the organization can positively impact job satisfaction.

In addition, it was important to better understand which leadership approaches and processes may be best for developing and mentoring individual employees in academic library settings (Topper, 2008). Finally, academic library leadership studies have continued to evolve and move in new directions over the past two decades from traditional leadership styles (Bennis, 1989; Conger & Kanungo, 1998; Yukl, 1999) to approaches such as servant leadership (Greenleaf, 1977, 1991; Halaychik, 2014; Keith, 2009) and transformational leadership (Burns, 1978; Bass, 1999; Bass & Stogdill, 1990; Martin, 2016; Mavrinac, 2005), where the mentoring and development of employees within organizations is emphasized.

The data collected in this current study provided valuable insight regarding the variables of mentoring and job satisfaction outlined directly in the study. Additionally, the data collected may provide useful data connected to leadership approaches such as servant and transformational leadership to assist in better understanding the connection between leadership approaches and mentoring found in academic libraries.

Research Questions

Questions provide a framework for research that guides decisions about the kinds of data gathered and the methods used to analyze them. The researcher investigated the relationship between mentoring and job satisfaction to determine if mentoring was a viable option for promoting job satisfaction for librarians and staff in academic libraries throughout California. This study focused solely on academic libraries in order to gain a deeper understanding of how

mentoring was implemented to professionally develop librarians and library staff in colleges and universities throughout the state.

The types of demographic data that were collected as a part of this study included current gender identity, age range, ethnicity, longevity in position, faculty status, level of position, and type of institution. These specific demographic categories were identified in the library literature as important for consideration due to the current and future projections of the male to female ratio of library employees (ALA Office for Research & Statistics, 2014; Department for Professional Employees AFL – CIO Fact Sheet, 2011), the concern about the graying of the profession as current library employees reach retirement age (Curran, 2003; Lynch, 2005; Whitmell, 2002), and the fear that current library employees may not be interested in or prepared for leadership positions (Artman, 2014; Hernon, Powell, & Young, 2001; Markgren, Dickinson, Leonard, & Vassiliadis, 2007).

Additionally, the study was concerned with the diversity found within the library profession in California, the amount of experience that employees have in relationship to the length of employment in their positions, and whether or not they were career oriented professional librarians or library staff (ALA Office for Research and Statistics, 1999; ALA Office for Research and Statistics, 2014; Department for Professional Employees AFL – CIO Fact Sheet, 2011). However, for this research study, two demographic variables were chosen for the primary correlational analysis. These included current gender identity and race/ethnicity, because the author of this study believes that these two demographic variables will provide insights on how future library leaders will evolve as our understanding of gender identity and diversity evolves.

Current Gender Identity

Current gender identity was chosen because it was commonly understood that librarianship had long been a female-dominated profession. According to an American Library Association (ALA) survey conducted in 1999, nearly 68% of staff in academic libraries were women and 57% of directors of academic libraries were women. (ALA Office for Research and Statistics, 1999). As stated in a 2011 Fact Sheet published by the Department of Employee Professionals (2011), which is affiliated with the AFL – CIO, the majority of library employees were female and projections suggested that this will not change over time.

Specifically, over 80% of the individuals who were enrolled in Master of Library Science (MLS) programs are women. Approximately 83% of librarians are women, and over 75% of employees who perform other non-librarian functions are female. Additionally, in academic research libraries, over 63% were women, and 60% of women were also found to be in the majority as library directors of these academic research libraries (Department for Professional Employees AFL – CIO Fact Sheet, 2011). In 2014, the membership of the American Library Association, the most prestigious and largest library related association in the United States, was 80% female (ALA Office for Research & Statistics, 2014).

Race/Ethnicity

Race/Ethnicity demographics were important to the author of this study, to better understand the impact of race/ethnicity on the participant population. Race/Ethnicity information was readily available through ALA Demographic Studies (2014) and demonstrated how significantly the library professional membership organization was dominated by White members, with over 87% of the ALA being non-Hispanic White members. All other ethnicities, including Black, Asian, American Indian, Pacific Islander, and Other, had less than 5% in each

category, and combined only equated to approximately 13% of the membership population (ALA Office for Research & Statistics, 2014). The Department of Professional Employees AFL-CIO Fact Sheet (2011) provided additional evidence regarding ethnic diversity found in academic or school libraries and stated that in 2009/2010 16% of all non-public librarians were minorities, as were 22% of all library technicians. Furthermore, the number of minorities in positions such as library director, associate, or assistant director was below 6% (Department for Professional Employees AFL – CIO Fact Sheet, 2011).

Research Study Questions

1. What is the relationship between mentoring and job satisfaction in private and public university academic libraries in California?
2. Is the relationship between mentoring others and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California?
3. What is the relationship between being mentored and job satisfaction in private and public university academic libraries in California?
4. To what extent does the process of being mentored impact job satisfaction in private and public university academic libraries in California?
5. Is the relationship between being mentored and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California?

Research Design

Anon-experimental quantitative design that utilized online survey data collected through non-random convenience sampling was useful to better understanding the relationship between

mentoring and job satisfaction for two main reasons. First, this research design allowed the exploration of the relationship between mentoring and job satisfaction. Although the available literature provided an abundance of secondary resources on mentoring and job satisfaction individually, within the library related literature the relationship between these two concepts had not been analyzed. This presented an opportunity to explore associations between variables and add to the body of original research in the field of academic librarianship, mentoring, job satisfaction, and leadership. Second, by utilizing extant instruments that have demonstrated adequate validity and reliability, in conjunction with researcher-created items that address gaps in these extant instruments, the researcher broadly explored relationships between mentoring and job satisfaction for library employees.

Kelly, Clark, Brown, and Sitzia (2003) explained that non-random sampling was generally comprised of three specific techniques that include purposive, convenience, and snowball sampling. Purposive sampling identified a group of people who were specifically targeted to complete the survey. Convenience sampling emphasized ascertaining respondents who would be easily recruited to complete a survey. Snowballing sampling encouraged each respondent to recruit other colleagues and to recommend that they complete the survey. Purposive sampling was used in this research study, which was a convenient method of identifying potential participants. It was purposive in nature, because a mindful decision was made to only invite librarians and library staff from college and university academic libraries in California, so that the results would reflect this population's thoughts on mentoring and job satisfaction.

Fundamental descriptive research studies observe phenomena and describe relationships. The goals of this study were well suited to this aim and used a survey approach as a strategy to collect quantitative data that were suitable for descriptive statistics (Kelly et al., 2003). Two

extant scales, The Mentoring Functions Questionnaire (Castro, Scandura, & Williams, 2004) and the Minnesota Satisfaction Questionnaire (Hirschfeld, 2000; Weiss, Dawis, England, & Lofquist, 1967), were identified for measuring the variable of mentoring and job satisfaction. They both have had reliability and validity testing completed in order to ensure that that this researcher was using statistically sound methods of analysis. Each of these will be discussed in more depth later in this chapter.

Demographic data, provided in the research questions of this study, was collected and analyzed to determine trends in the data, and to understand how demographic data related to mentoring and job satisfaction. Both extant surveys used Likert scales for measurement purposes, with some of the open ended and demographic statements utilizing interval or nominal data.

When requesting demographic data from participants, Patten (2011S) suggested asking only for demographic data that directly related to the topic being studied and contended that requesting this type of information should not be intrusive, nor invade the privacy of others. Two additional suggestions from Patten (2011) argued that ranges and standardized categories should be used whenever possible, and that demographic questions be placed at the end of the questionnaire because they may be viewed as having no direct relationship to the questions asked on the actual survey. The author of this research study found this advice to be sound, so used standardized ranges in some of the demographic categories and moved all demographic related statements to the end of the survey.

Pilot Study

When conducting a pilot study, having a rationale and purpose to ensure that the pilot study was beneficial was important. Kelly et al. (2003) emphasized the importance of pilot

testing in order to determine whether the instructions and questions are understandable, and the meaning of the questions were understood in a similar fashion by all respondents. Kelly et al. (2003) also suggested that pilot studies provided useful feedback on challenging or difficult to understand questions and ensured that the response categories were appropriate.

Van Teijlingen and Hundley (2001) offered advantages, limitations, and suggested procedural steps in conducting a pilot study. Some of the notable advantages included the importance of collecting preliminary data to ensure that the instrument measured what it purported to measure and was repeatable (validity and reliability), a better understanding of the development of the survey instrument, and established the effectiveness of the sampling frame and technique.

Limitations were also discussed and encompassed the possibility of inaccuracies in prediction with such limited data and that contamination may occur if data from the pilot study was contained within the results. Finally, procedures were provided to guide the researcher in improving internal consistency to ensure that items within a scale correlated with each other. These included obtaining feedback from pilot respondents, using the same form of survey administration that occurred during the actual dissemination of the pilot and survey, gaining a better understanding of the time commitments from respondents to complete the questionnaire, shortening of the survey if deemed too lengthy, and eliminating questions that were not well crafted or that lacked clarity (Van Teijlingen & Hundley, 2001). This background information was helpful for the current researcher to consider, and these suggestions were followed during the pilot study process.

Preliminary pilot study analysis.

A pilot study was conducted to determine if the survey instrument needed any adjustments

before being disseminated to the survey respondents. The purpose of the pilot study was to gain some qualitative insight and feedback on the open ended questions pertaining to mentoring and job satisfaction, and to identify any potential issues with the survey instrument or measuring scales.

In order to gauge the effectiveness of the self-created survey instrument, the survey was pilot tested on librarians, administrators, and staff located in community colleges within California. The survey was administered to an initial group of 97 academic library employees who worked in community colleges in California. Community college library employees were chosen for the pilot study, because the job related duties, skills, and knowledge were similar to those employees who worked in four-year college and university academic libraries based on the nature of the profession.

Although the sample size for the initial pilot study was modest, the data collected assisted the researcher in determining the effectiveness of the measuring instrument in order to identify any questions that needed to be revised for clarity or relevance. The researcher consulted an expert scholar in the field of quantitative research and survey methodology, who served as a member of the researcher's dissertation committee, to review the results in order to offer further suggestions in strengthening the questions before the formal survey is disseminated to participants outside of the pilot study.

This was vitally important, for one respondent suggested that a category for multiracial be added to the race/ethnicity categories and another respondent suggested that a non-applicable option be added to Section A – Mentoring. Though both of these suggestions were carefully considered by the author of this study, in collaboration with the dissertation committee expert on survey creation and analysis, it was determined that the author would maintain consistency in the

race/ethnicity category since these categories were chosen purposefully and were in alignment with the same categories used in the US census data. Regarding the suggestion to add a non-applicable option to the measurement scale for Section A – Mentoring, the author chose to stay true to the intent of the extant survey and to ensure that validity and reliability of the instrument were maintained, so the decision was made not to adjust the measurement scale.

Response rate for pilot study.

The initial pilot study was sent out to 97 community college academic librarians and library staff in the state of California. 22 responses were recorded, so the initial response rate was approximately 23%. However, after the data was downloaded into SPSS and scrubbed, it became apparent that only 8 participants had completed the entire survey. Since the response rate for the initial pilot test survey was so low (barely above 8%), the author, in discussion with the dissertation committee Chair, determined that a second pilot test was necessary in order to have enough participants to conduct descriptive statistical analysis.

The second pilot study was sent out to 91 community college librarians and library staff in California. The second pilot test was only open to participants for two weeks, and during the second week, a reminder was sent out to each of them to again encourage the participants to complete the survey. 46 participants responded, so the participation response percentage was just slightly over 50%. Out of 188 individuals who received the pilot study, the author was able to collect data from 54 respondents

(N = 54) who completed the entire survey with a response rate of nearly 29%.

Pilot study administration.

The pilot study was created and disseminated online using Qualtrics software, and all of the data received was purposefully anonymous. The initial pilot study was open for one month,

and one reminder email was sent out in week three in order to encourage participation. This lengthy time to respond to the survey did not provide a greater response rate ($n = 8$), so during the second pilot study administration, the time that the survey was open was cut in half. Interestingly, though the initial pilot study was open much longer, the second pilot study actually had a much higher response rate ($n = 46$), which allowed the author to gain some preliminary understanding on the demographic data using rudimentary descriptive analysis.

All analysis of the pilot study data was conducted using IBM SPSS v.24. Since the participants in the pilot study were small in number, an analysis using descriptive statistics and frequencies were used to create tables and charts that reflect the data that was collected from the two pilot studies. This data was helpful in better understanding the strengths and limitations of the pilot study, and the author found value in conducting these two pilot studies, though no adjustments were made to the instrument before being disseminated to the larger respondent pool. Table 2 outlines the demographic variables including frequency and valid percent.

Table 2*Demographic Variables of Pilot Study (N = 54)*

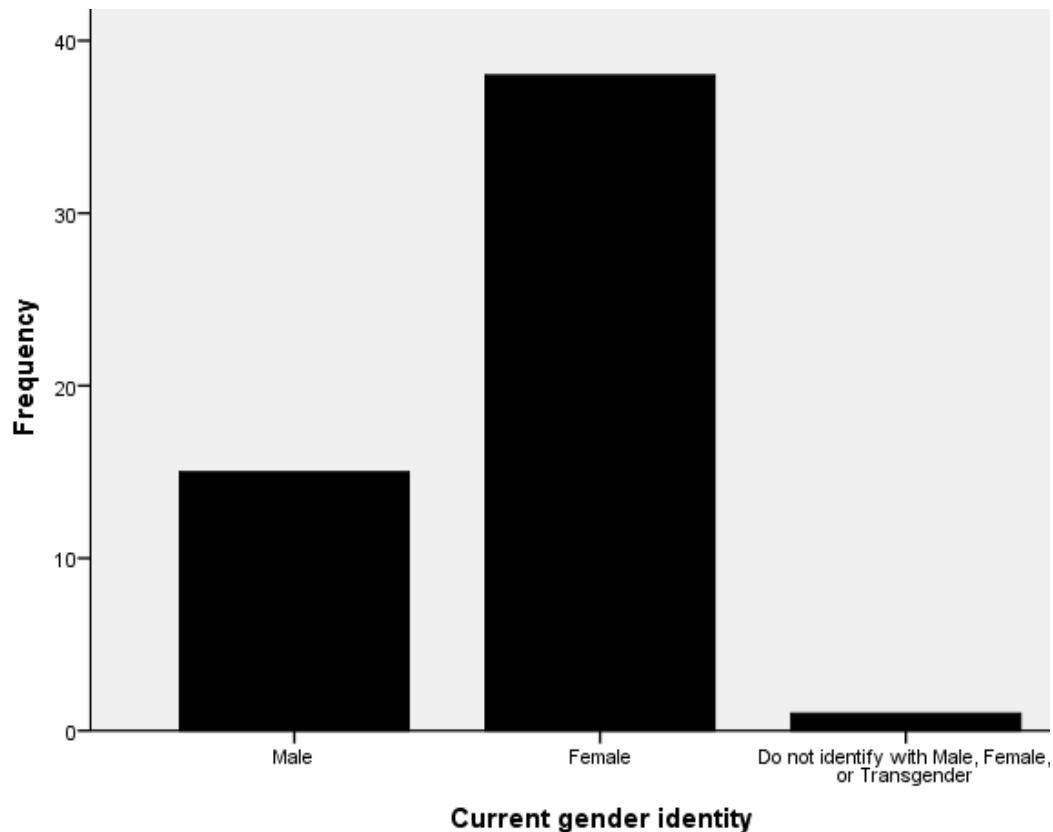
Variable	Frequency (n)	Valid Percent
Current Gender Identity		
Male	15	27.8%
Female	38	70.4%
Do not identify with male, female, or transgender	1	1.9%
Age Range		
18 – 29	2	3.8%
30 – 39	17	32.1%
40 – 49	21	39.6%
50 – 59	10	18.9%
60 – 69	3	5.7%
Race/Ethnicity		
White	31	58.5%
Asian	11	20.8%
Hispanic/Latino	8	15.1%
Black/African American	3	5.7%
American Indian/Alaska Native	0	0%
Native Hawaiian/Pacific Islander	0	0%
Current position		
Librarian	33	63.5%
Staff	9	17.3%
Administrator (non-librarian)	4	7.7%
Administrator (librarian)	6	11.5%
Type of Institution		
Private	8	15.1%
Public	45	84.9%
Faculty Status		
Yes	31	58.5%
No	22	41.5%
Length of employment		
0-5 years	80	25.6%
6-10 years	65	20.8%
11-15 years	44	14.1%
16-20 years	32	10.2%
21-25 years	31	9.9%
26-30 years	26	8.3%
31-35 years	23	7.3%
36+ years	12	3.8%

Figures 1 – 4 provide some additional information on current gender identity, race/ethnicity, and pilot study responses to selected questions related to leadership, mentoring, and job satisfaction.

Pilot study and demographics.

Figure 1

Current Gender Identity



Current gender identity.

With the realization that the library profession itself has been dominated by females (Department for Professional Employees AFL – CIO Fact Sheet, 2011), it was no surprise that the results regarding current gender identity validated data from the literature review and provided evidence that over 70% identified as female, with slightly less than 30% identifying as

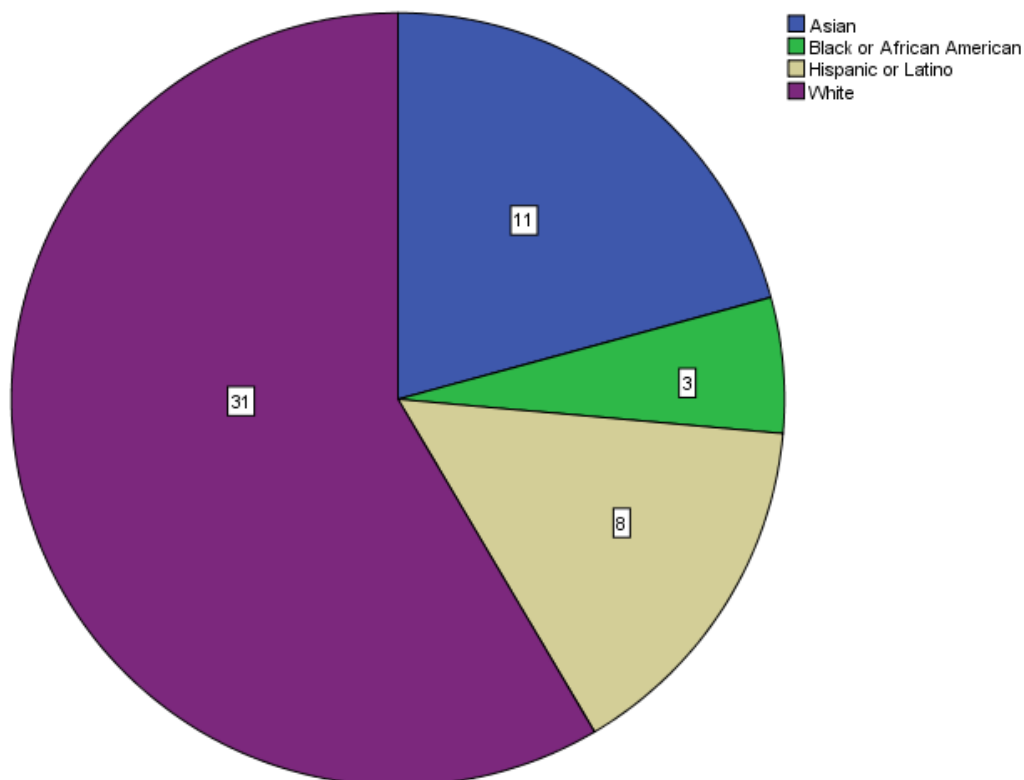
male, and the remainder choosing not to identify with either male, female, or transgender (see Figure 1).

Race/Ethnicity.

Based on the review of the literature conducted in Chapter 2, which indicated that the majority of our academic library profession was made up of those who identify as White (ALA Office for Research & Statistics, 2014), the evidence provided below (see Figure 2) does indeed support the literature. Black or African American, and Hispanic or Latino, made up slightly over 20% of the total population of academic library employees in community colleges who responded to the pilot study. Whites registered at almost 58% and Asians made up the remainder, which equated to 20.4% overall.

Figure 2

Race/ethnicity

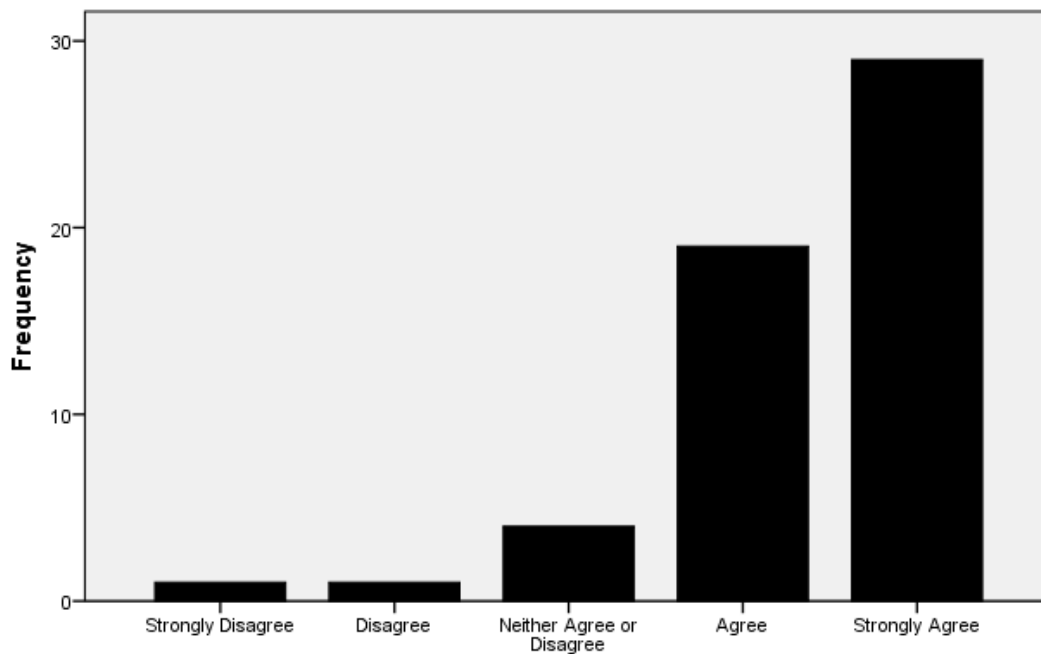


Pilot study responses to open-ended statements.

The data indicated that the majority of participants responded that effective library leaders supported mentoring in academic libraries. In Figure 3, the percentage that either Strongly Agree or Agree with this statement was 83.7% of the total respondents, with only 3.2% on the opposite end of the measurement scale choosing Strongly Disagree or Disagree.

Figure 3

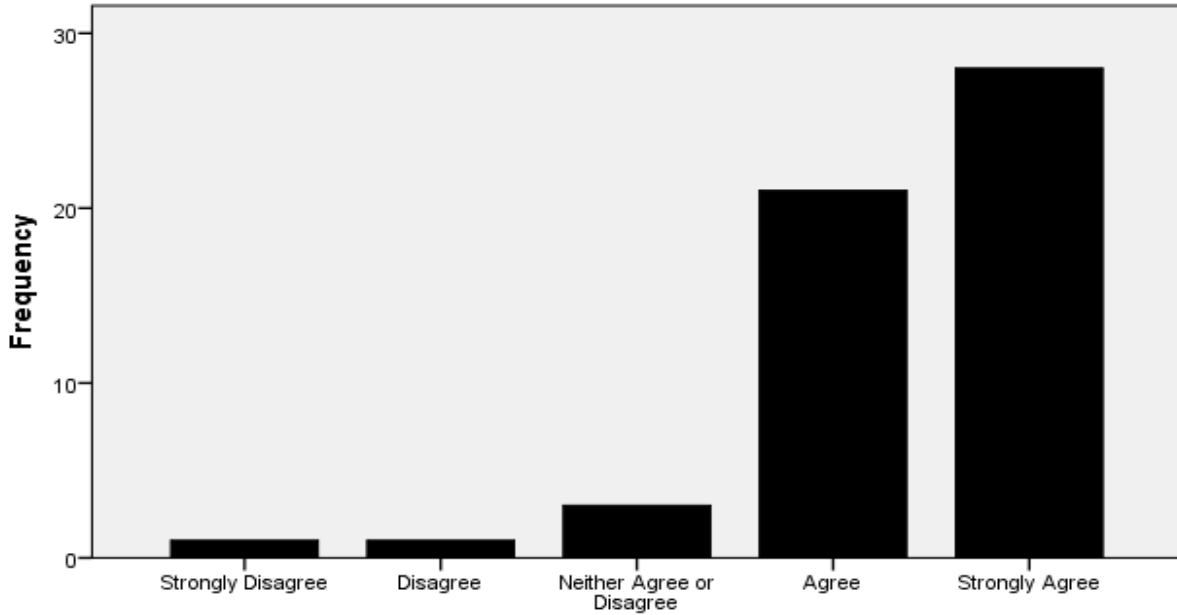
*Pilot study response to the statement:
Effective Library Leaders Support Mentoring in Academic Libraries*



In Figure 4 below, the results were very similar to those in Figure 3. For example, 83.6% of the respondents either Strongly Agree or Agree that effective library leaders may use mentoring to increase job satisfaction within an academic library. Based solely on the responses to these two questions, it seems that in the pilot study at least, that there is an indication that mentoring was beneficial and increased job satisfaction in academic libraries in California.

Figure 4

*Pilot study response to the statement:
Effective Library Leaders May Use Mentoring to Increase
Job Satisfaction within an Academic Library*



Respondent feedback.

The author included two open-ended questions/statements in order to solicit qualitative feedback from respondents about mentoring and job satisfaction within academic libraries. Out of 30 responses to the question below (Question 43) regarding feedback on mentoring, the author selected 9 responses (30%) that reflect respondents' perspectives on mentoring that the author believes may be insightful for the intended audience of this research study, and 6/24 or 25% that reflect respondents' positive perspectives on job satisfaction (see Question 44 below).

Question 43: If you have any other feedback on mentoring or being mentored in an academic library, please provide the feedback below. Question 44: If you have any other feedback on job satisfaction in an academic library, please provide your feedback below. All corresponding feedback from respondents for the pilot study are located in Appendix E.

Section II – Research Study

The previous section of this chapter provided information regarding the pilot study. In this section, the author is transitioning into the actual research study in order to provide relevant information on the study itself. This includes an explanation of the variables chosen, the technology used to collect the data, the number of participants and how these were identified for the study, the reasoning behind the choice of measurement scales for mentoring and job satisfaction, and an overview of the data analysis that was conducted in order to analyze and interpret the data.

Independent and Dependent Variables

According to Coladarci, Cobb, Minium, and Clarke (2011), the independent variable represented the variable that predicted and the dependent variable was the variable to be predicted. Creswell (2003) contended that research questions in quantitative studies were generally focused on three approaches. The first approach examined the impact of the primary independent variable on the dependent variable. For this study, the researcher investigated the independent variable of mentoring and its relationship to the dependent variable of job satisfaction using total scores.

The second approach allowed the researcher to investigate how one or more independent variables related to the dependent variable. For this study, the researcher used demographic data including current gender identity and race/ethnicity as independent variables and investigated how they related to the outcome (dependent variable).

Materials: Hardware and Software

For this research study, the researcher used Qualtrics survey software. This software was available through the researcher's university, and provided a variety of customization options,

including the ability to maintain anonymity for respondents and the ability to mail merge in order to send out emails to large groups of participants simultaneously. Qualtrics provided researchers with step-by-step instructions on the creation of a survey, and the ability to customize the font, size, and types of responses. Survey questions were easily edited, and through the use of a contact feature, distribution options for individuals or groups were readily available.

Once the data was collected and exported to SPSS for further statistical analysis, a variety of data analysis options, charts, tables, frequencies, and other relevant data were collected, analyzed, and interpreted. The creation of visually appealing graphs and charts provided a medium in which the data could be presented articulately.

Data Collection

This section included information on how participants were identified, a detailed overview of the mentoring and job satisfaction instrumentation used in collecting data, including potential advantages and disadvantages mentioned for each scale, a brief description of the methods used in data analysis, selected potential limitations, and ethical considerations.

Participants

Participants for this study were preliminarily identified through the most recent edition of the American Library Directory (2015 – 2016), which provided extensive contact information on academic libraries across the United States, and for the purpose of this study, within California. Additionally, a thorough search of specific academic library web sites provided further contact information for library employees that were then used to create a group email for dissemination of the survey instrument. Through the purposeful targeting of selected four year private and public college and university academic libraries within California and their corresponding employees, including librarians, administrators, and staff, the number of potential participants

was just slightly less than 1,900. Using the SurveyMonkey Sample Size Calculator (2016) with a population size of 1,884, a confidence level of 95%, and a 5% margin of error, it was determined that a sample size of 320 respondents was sufficient for the proposed data analysis. This sample size analysis was beneficial, since the final number of respondents were $N = 318$ for the final survey.

Initial contact with participants was conducted through a merge mail email inviting them to participate in the survey. The details of the survey, including the purpose, were provided to the identified participants in order to encourage their participation in the study. The questionnaire was distributed to academic library leaders, librarians, library administrators, and library staff through the use of online survey software (i.e., Qualtrics). The survey was self-administered and participants had approximately 20 - 30 days to complete the online survey. See Appendix D.

Material incentives were considered to encourage participation, and Sue and Ritter (2012) emphasized the importance of knowing the audience when providing incentives, and suggests discount coupons, electronic gift cards, or entry into prize drawings. The author, however, chose not to provide any material incentives to complete the survey, but instead relied upon participants being interested enough in the survey content that they would choose to participate without incentives. Sue and Ritter (2012) stressed the importance of offering a thank you to participants for taking the time and making the effort to complete the online survey, which this researcher included in the introduction section of the survey.

Instrumentation

Several experts in the field of survey research have provided step-by-step guidance on how to conduct surveys (Bulmer, 2004; Fink, 2006; Fowler, 2002; Sue & Ritter, 2012). Patten (2011) lists the inherent advantages and disadvantages to using questionnaires to collect data. The

advantages of using questionnaires included that they were an efficient method of collecting data that could be administered anonymously, and if used online, were generally cost effective and economical. The disadvantages included the potential for low response rates, unreliable questionnaires that do not reflect reality, and completing the instrument based on socially desirable responses. This last element posed challenges and simply meant that respondents tended to mark the responses that the researcher expected or are socially desirable, but in fact, may not be the candid response to the proposed question (Patten, 2011).

Concerns about the use of surveys and questionnaires are not new and have been discussed previously in the literature (Kelly et al., 2003; Nulty, 2008; Yun & Trumbo, 2000). Kelly et al. (2003) believed that surveys lacked depth in the data, which made it difficult for researchers to clearly understand implicit implications and relevance. Another concern focused on the challenges associated with ensuring a successful and meaningful response rate that could be generalizable to other populations.

According to Nulty (2008), small sample size can lead to errors in data interpretation that can skew a research study, which can lead to both sample bias and sample error. Additionally, without making an effort to evaluate the findings in multiple ways, data analysis may unintentionally mislead researchers into reaching conclusions that are inaccurate. Yun and Trumbo (2000) cautioned that the use of technology itself can be an issue, depending on the target population, and that ethical considerations may come into play using online surveys with participants feeling that online surveys invade their privacy. However, Fowler (2002) suggested that online survey methods can be used to increase response rate by creating a succinct survey that is easily accessible, providing more than one mode for responses, and repeated follow-up. This was an important consideration since response rate were so crucial to this study.

The researcher identified available extant measurement scales for both mentoring and job satisfaction. The three mentoring scales believed by the current researcher as having potential use as a portion of the author-generated survey included the *AMAQ* or *Alleman Mentoring Activities Questionnaire* (Alleman & Clark, 2002), the *MRCs* or *Mentoring Relationship Challenges Scale* (Ensher and Murphy, 2010), and the *MFQ*, *MFQ9* or *Mentoring Functions Questionnaire* (Castro, Scandura, & Williams, 2004).

The job satisfaction related scales that were determined to be potential beneficial for use in the current study included the *JSS* or *Job Satisfaction Survey* (Spector, 1985), the *MSQ* or *Minnesota Satisfaction Questionnaire* (Hirschfeld, 2000; Weiss, Dawis, England, & Lofquist, 1967), and the *JIG* or *Jobs in General Scales* (Ironson, Brannick, Smith, Gibson, & Paul, 1989). Each of these readily available scales had advantages and disadvantages for the researcher. However, after review of the strengths and limitations of each and consultation with dissertation committee members, it was determined, based on permission, brevity, validity and reliability that the two best extant instruments to include in this survey were the *MFQ9* for mentoring and the *Minnesota Satisfaction Questionnaire* short version for job satisfaction.

Mentoring.

The *Mentoring Functions Questionnaire (MFQ)* has two version. One is the original 15 question version (*MFQ*), and the second version is a shorter version referred to as *MFQ9*. Both are useful instruments for measuring mentoring in the realms of career and psychosocial support and in role modeling. The advantages of this questionnaire are many. These two instruments (*MFQ* and *MFQ9*) have undergone comparative analysis with each other. The *MFQ9* has also been used to determine relationships between mentoring and job satisfaction, both of which are core variables in this researcher's current study. The *MFQ9*'s reliability as an overall instrument

is acceptable ($\alpha = .78$), as are the three subscales of career support ($\alpha = .77$), psychosocial support ($\alpha = .67$), and role modeling ($\alpha = .69$). Construct, convergent, and discriminant validity were evaluated, and item total correlations were performed and were measured between .38 and .66 (Castro, Scandura, & Williams, 2004). Additional advantages included readily granted permission to use the MFQ9, its relevance to this researcher's study, its brevity, and the fact that additional analysis has been completed using the MFQ9 with gender (Hu, 2008), which was one of this researcher's demographic variables.

Job Satisfaction.

In a systematic review of the literature on reliability and validity of scales measuring job satisfaction written by van Saane, Sluiter, Verbeek, and Frings-Dresen (2003), job satisfaction instruments were identified, measured for reliability, construct, and content validity, and responsiveness. Three measures of job satisfaction, previously ascertained by the current researcher, were identified in this systematic review and included the *Job Satisfaction Survey (JSS)*, *Jobs in General Scales (JIG)*, which was a part of the much larger *Job Descriptive Index (JDI)*, and the *Minnesota Satisfaction Questionnaire (MSQ)*.

The scale identified for potential use in the current study was the *Minnesota Satisfaction Questionnaire (MSQ)*. There was a long version which included one page of demographic information plus 100 statements divided into 20 subscales of five questions each, and which were ranked using a five point Likert scale that included a neutral response. The shorter version of the *MSQ*, which this researcher chose to use, has been reduced to 20 questions, and took one question from each of the original 20 subscales found on the longer version and was ranked with a slightly different five point Likert scale that has removed the neutral response option. This instrument was used to measure intrinsic, extrinsic, and general job satisfaction in currently held

positions, and had been in use for the past few decades in a variety of vocational related occupations (Hirschfeld, 2000).

The advantages and utility of using the *MSQ* were numerous. The long form takes 20 minutes to complete, but the 20-question short form takes only five minutes. The *MSQ* has been in use for several decades and has good name recognition. Reliability has been verified using internal consistency measures for intrinsic, extrinsic, and general satisfaction with coefficient scores of .86, .80, and .90, respectively. Construct validity was established on the long form through performance measures based on theoretical expectations and has been inferred on the shorter form, because the shorter form used 20 of the same questions found on the long form. Concurrent validity was established through differences found between various occupational group participants (Weiss, Dawis, England, & Lofquist, 1967). The permission to use the short form scale was free if appropriate attribution is made in citing the source. The disadvantages of the *MSQ* include a focus on vocational occupations that may or may not transfer as readily for all academic library employees. A lack of data regarding the stability of scores may also be a concern, but the advantages for using this instrument seemed to outweigh the disadvantages overall.

The researcher of the current study contended that by using a combination of extant and researcher generated measurement scales that have proven reliability and validity, and through conducting analysis on internal consistency to ensure that questions were not redundant and were appropriately categorized together, the instrument was effective in collecting appropriate data to address the foundational research questions of this study. Additionally, through the solicitation of thoughtful input from survey and statistical experts currently working with the author of this study as dissertation members, and through the thoughtful use of pilot testing, the researcher

believed that the data collected lead to a deeper understanding of the relationships between mentoring, job satisfaction, and the demographic variables mentioned previously in this section and has contributed to original knowledge in these areas of study.

Data Analysis

Careful data analysis was crucial in understanding collected data. The researcher generally followed a five step data analysis outline provided by Creswell (2003), which included providing a brief synopsis of the essential components of validity, minimizing error through reliability scales using Cronbach's alpha, conducting internal consistency analysis to ensure researcher generated and extant survey questions were related to each other in clusters, and conducted linear regression analysis to determine how mentoring or being mentored impacted job satisfaction.

Creswell (2003) suggested that the survey instrument undergo validity, reliability, and generalization as central tenets of measurement. Creswell offered a data analysis outline that included the three points above points, but also discussed bias, the use of variables, and the specific types of data analysis that were to be conducted to determine internal consistency of scales.

Step one was to determine the total number of online surveys that were distributed to participants. This resulted in 1,996 surveys being distributed, but 112 of those did not have accurate or had outdated email addresses, so were not included, resulting in the survey being distributed to 1,884 academic library employees. The total number of respondents to the survey was $N = 318$). Step two considered response bias, but neither wave analysis nor follow-up phone or email solicitations were used. Step three reminded the researcher that when ordinal data was collected, a parametric descriptive analysis of the data could be used. This included establishing central tendencies of mean, standard deviation, mode, and range for the scale responses

collected. Both descriptive statistics, which provide data on central tendencies, and an *independent t test* were used by the researcher to directly respond to the stated research questions. For mentoring, the short version of the extant *Mentoring Functions Questionnaire*, known as the *MFQ9* was chosen, and for job satisfaction, the short version of the extant *Minnesota Satisfaction Questionnaire* was used, both of which had proven track records regarding validity and reliability. Step four used item analysis to determine Cronbach's alpha which established to verified internal consistency and reliability. Step five used *independent t tests* for comparison purposes. The five step data analysis outline provided this researcher with an algorithm to follow which ensured that all steps of the data analysis process were considered in this research study (Creswell, 2003, pp. 160 – 161).

Validity and reliability are measures that account for how an instrument performs, and should be consistent, predictable, and measure what it purports to measure (DeVellis, 2012). The researcher designed a questionnaire that combined extant and author-generated questions on mentoring and job satisfaction in academic libraries, and what relationship was to be found when demographic variables of gender, type of library, age range, and ethnicity were included in the data analysis. The extant surveys have undergone reliability and validity testing previously, and the entire instrument was pilot tested with librarians and library staff in community college libraries in California.

Validity

Validity has three essential components according to DeVellis (2012) and these included content validity, criterion-related validity, and construct validity. Content validity was a method used to ensure item sampling adequacy. This means that the items chosen for the questionnaire should be clearly defined and also come from a universe of appropriate items that are related to

the domain in question. Criterion-related validity is a form of validity that measured against some gold standard in which it had an empirical association. It did not have to have a causal association, but instead, it was used as a predictor and criterion-related validity. This was referred to by experts in the field as predictor validity (DeVellis, 2012). Construct validity was beneficial because it analyzed the relationship between variables to ensure that questions on the survey were associated.

Reliability

Muijs (2011) defined reliability as the “extent to which test scores are free of measurement” (p. 61). Any time that measurement is involved, there is a chance for error. The goal of a researcher is to minimize error and understand how the errors could have occurred. A symbol based formula that is helpful in understanding reliability states that $\text{score} = \text{true score} + \text{systematic error} = \text{random error}$ (Muijs, 2011, p. 62). Ideally, the true score is what a researcher would like to accurately measure, because a true score contains no error. A systematic score contains error, but that error is the same between measurements. Random error is unpredictable and may vary between measurements. Though there are two types of reliability according to Muijs (2011), it was most important for this study to look carefully at internal consistency reliability of scales using Cronbach’s alpha. For the Mentoring Total Score, Cronbach’s alpha was .923, and for the Job Satisfaction Total Score, Cronbach’s alpha was .920. Based on the data extracted from the survey, Cronbach’s was $> .70$, which is often used as a guideline for research studies (Muijs, 2011), and in fact, was $> .90$ for both total scores.

Regression

Regression analysis, according to Keller (2006), was beneficial in both prediction and explanation. Due to the single independent variable of mentoring influencing the outcome or

dependent variable of job satisfaction, simple regression analysis was conducted to investigate the relationship between these variables.

Summary

This chapter was divided into two sections, with the first section providing a clear purpose and significance of the study, the two demographic or categorical variables of current gender identity and race/ethnicity, the list of research questions, and a rationale for choosing a non-experimental quantitative research design. Additional information found in the first section of this chapter provides some in-depth information and analysis of the two pilot tests conducted, and the identification, advantages, and disadvantages of extant and author-created survey questions to be used in this study. In the second section of this chapter, a brief explanation of the independent and dependent variables is provided, a discussion regarding data collection, and the instrumentation or hardware and software necessary to create, access, and complete the online questionnaire. Additional information found in this second section included the statistical methodologies used to analyze the data of this research study, and a brief discussion on validity and reliability.

Chapter 4 – Results

Introduction

This chapter discussed the results and statistics associated with the responses from the survey. The researcher for this study included a general table that illustrated all of the demographic variables associated with this survey; subheadings and relevant data analysis for gender, race/ethnicity, open ended questions about mentoring and job satisfaction, age, faculty status, length of employment, and respondent feedback. The author also included data on response rate, and an analysis of the results for reach of the research questions, and a brief summary of the major elements found within this chapter.

Demographic Data for the Survey

The demographic information collected included data on gender, age range, ethnicity, longevity in position, and level of position. The statistical analysis that was completed for each of these demographic variables consisted of analyzing the data through SPSS using descriptive statistics and frequencies to create the corresponding figures or tables.

In Table 3 below, demographic data was collected and organized to emphasize the demographic variables, the frequency (n) and the valid percent. These data on demographics are in alignment with the literature, especially as it pertains to current gender identity and race/ethnicity.

Table 3*Demographic Variables of Survey (N = 318)*

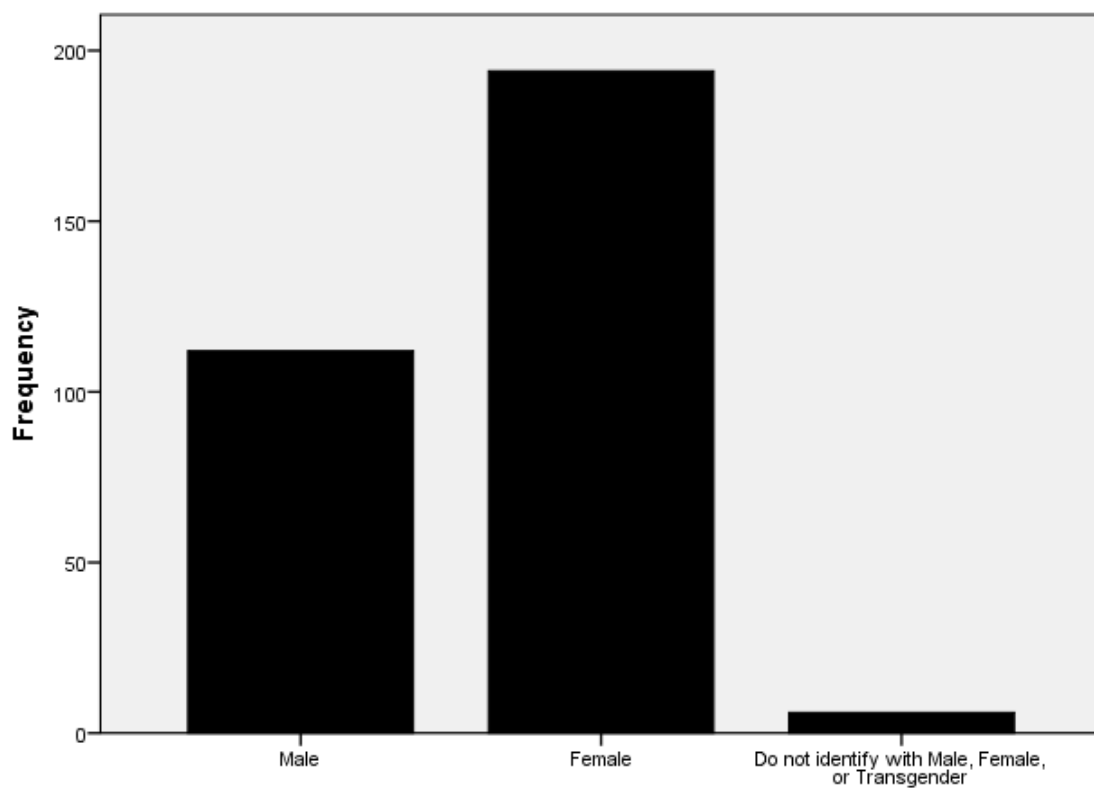
Variable	Frequency (n)	Valid Percent
Current Gender Identity		
Male	112	35.9%
Female	194	62.2%
Do not identify with male, female, or transgender	6	1.9%
Age Range		
18 – 29	38	12.1%
30 – 39	83	26.4%
40 – 49	66	21.0%
50 – 59	72	22.9%
60 – 69	51	16.2%
Race/Ethnicity		
White	193	62.5%
Asian	39	12.6%
Hispanic/Latino	55	17.8%
Black/African American	16	5.2%
American Indian/Alaska Native	2	0.6%
Native Hawaiian/Pacific Islander	4	1.3%
Current position		
Librarian	114	36.2%
Staff	152	48.3%
Administrator (non-librarian)	17	5.4%
Administrator (librarian)	32	10.2%
Type of Institution		
Private	115	36.5%
Public	200	63.5%
Faculty Status		
Yes	78	24.8%
No	237	75.2%
Length of employment		
0-5 years	80	25.6%
6-10 years	65	20.8%
11-15 years	44	14.1%
16-20 years	32	10.2%
21-25 years	31	9.9%
26-30 years	26	8.3%
31-35 years	23	7.3%
36+ years	12	3.8%

Current Gender Identity

The library profession is predominantly dominated by women (Department for Professional Employees AFL – CIO Fact Sheet, 2011), so it is no surprise that the survey data supported this fact. The number of participants who responded to the survey indicated that they were women (N = 194 or 61%). Figure 5 offers a visual representation of the data regarding gender identity for respondents to the survey, and the results were consistent with the extant literature.

Figure 5

Frequency of Response for Current Gender Identity

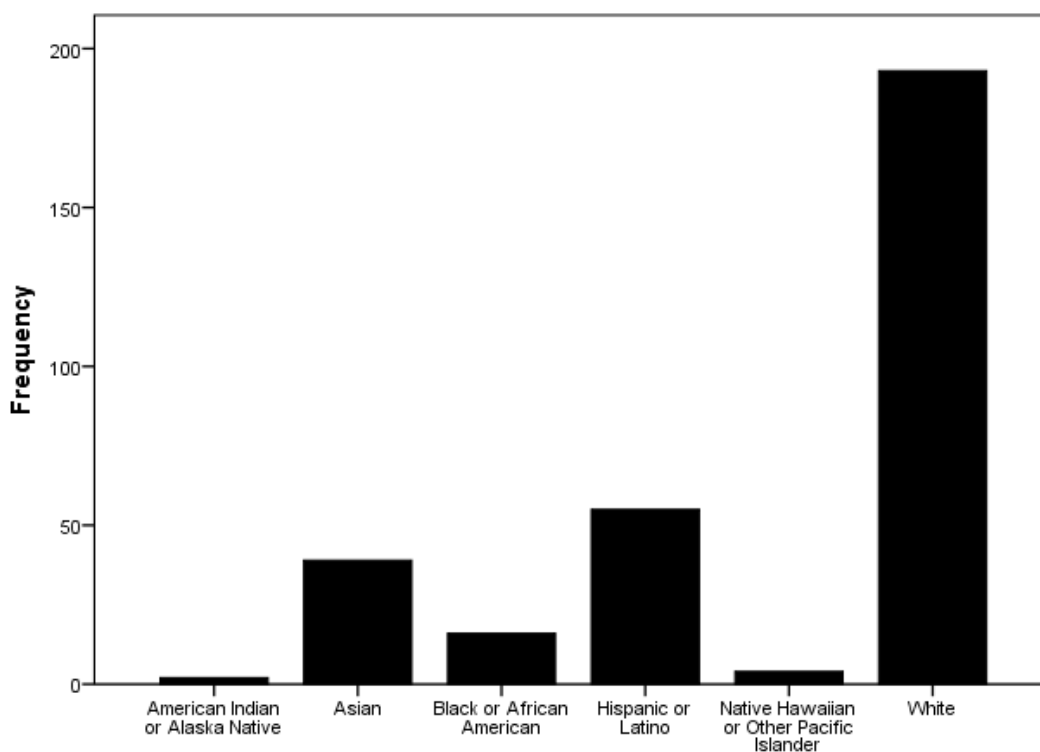


Race/Ethnicity

The data provided in Figure 6 validated the literature on race/ethnicity within the academic library profession. The data indicated that Whites are the majority ethnicity for academic librarians (Department for Professional Employees AFL – CIO Fact Sheet, 2011). In the extant literature, the available research indicated that upwards of 80% of academic librarians were White. However, in the survey data collected for this research project, the results indicated that only 62.5% of the respondent population identified as White, though White as a category was still the vast majority of the population studied.

Figure 6

Frequency of Response for Race/Ethnicity



Open Ended Statements on Mentoring

The survey data revealed that the majority of both male and female library employees agree or strongly agree that effective library leaders support mentoring in academic libraries. For

males, the percentage of those who agree or strongly agree equaled 83.1%, and for females, 84.6%.

Figure 7

*Effective library leaders support mentoring in academic libraries
and Current Gender Identity Male*

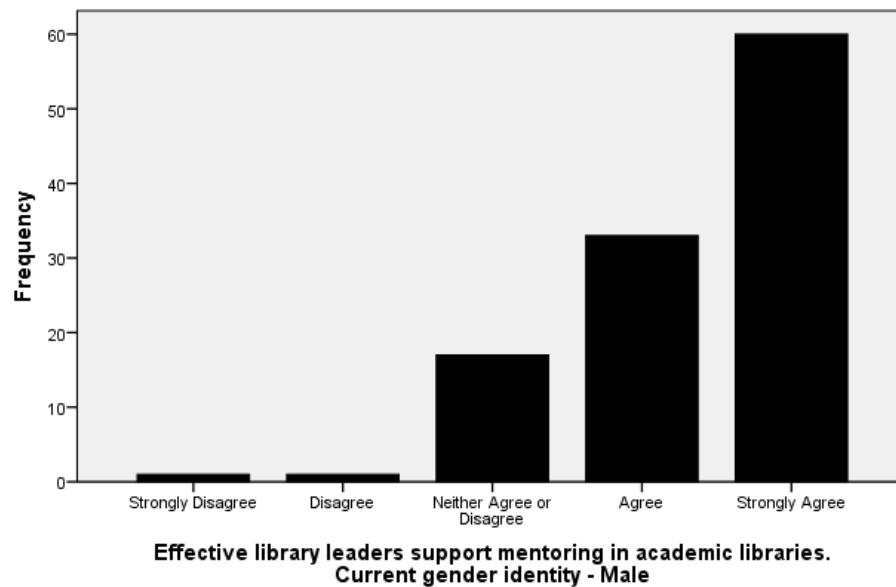


Figure 8

*Effective library leaders support mentoring in academic libraries
and Current Gender Identity Female*

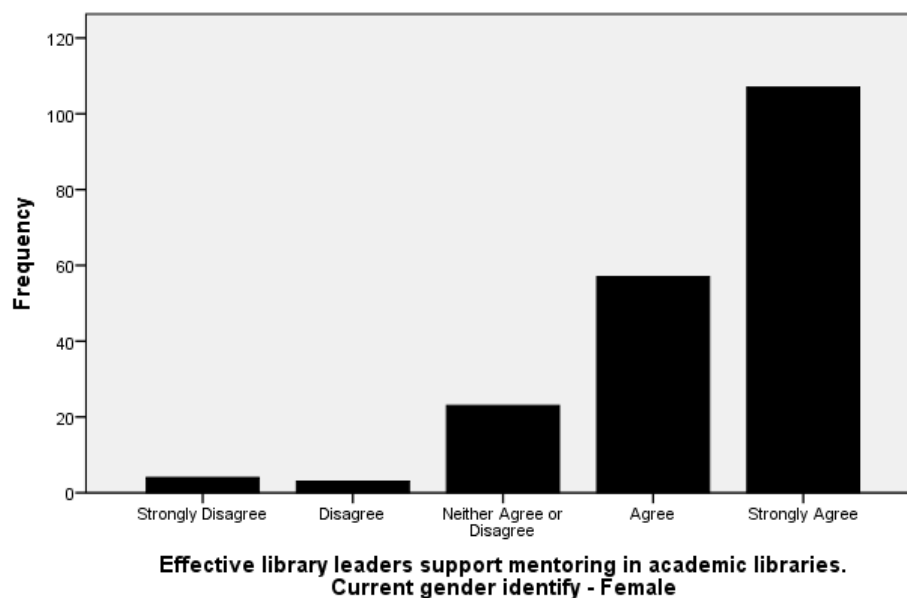


Table 4

Central Tendency Data on Effective library leaders support mentoring in academic libraries and Current Gender Identity for both Male and Female

	Mean	Median	Mode	Standard D	Variance
Male n = 112	4.34	5.00	5	.833	.695
Female n = 194	4.34	5.00	5	.898	.806

Statements on Mentoring and Job Satisfaction

The data provided in Figures 9 and 10 indicate that the majority of library employees responding to the survey agree or strongly agree that effective library leaders may use mentoring to increase job satisfaction within an academic library. For males, the percentage of those who agree or strongly agree equaled 83%, and for females, 85%. See Table 5 for some additional central tendency data that relates to the information presented below.

Figure 9

Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identity Male

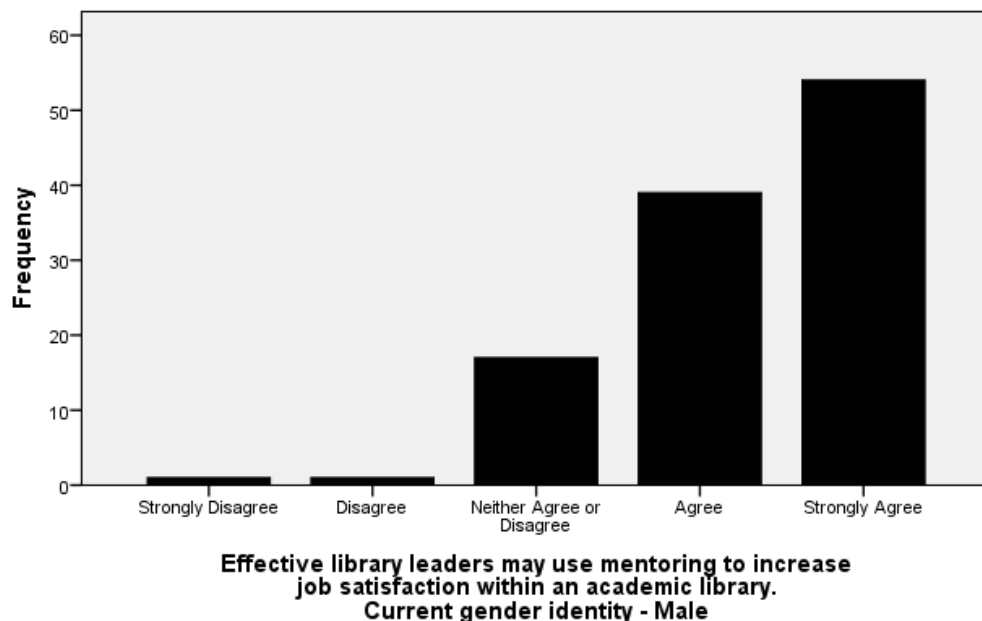


Figure 10

Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identity Female

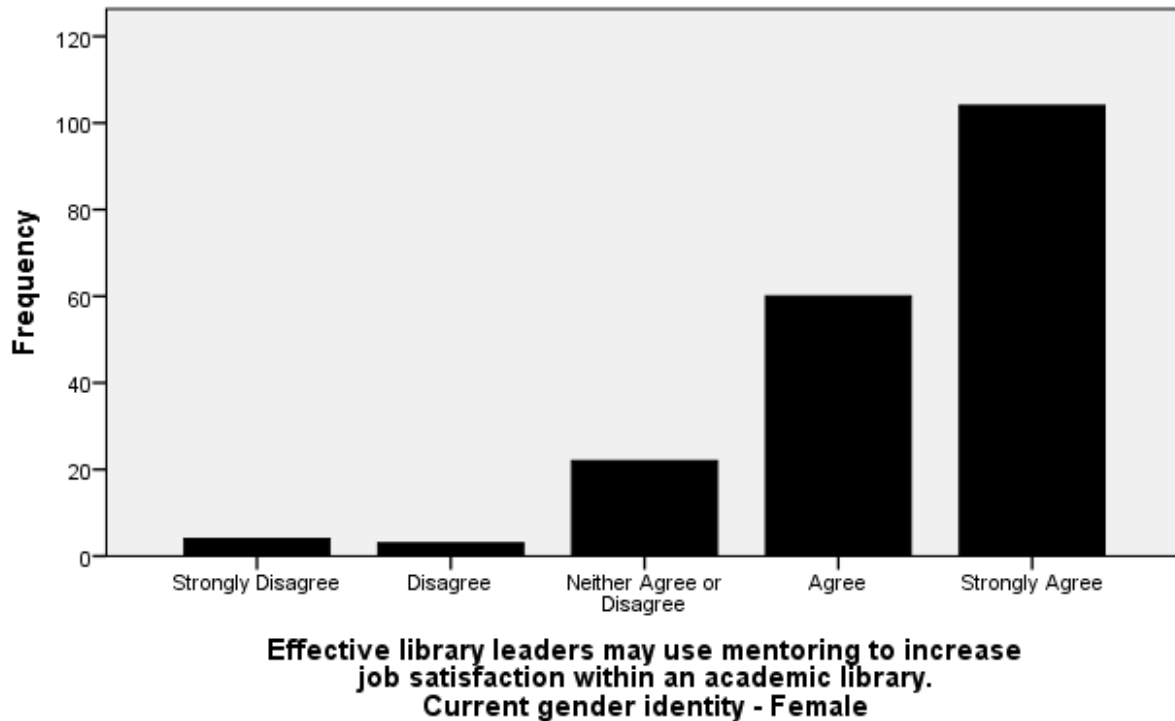


Table 5

Central Tendency Data on Effective library leaders may use mentoring to increase job satisfaction within an academic library and Current Gender Identity for both Male and Female

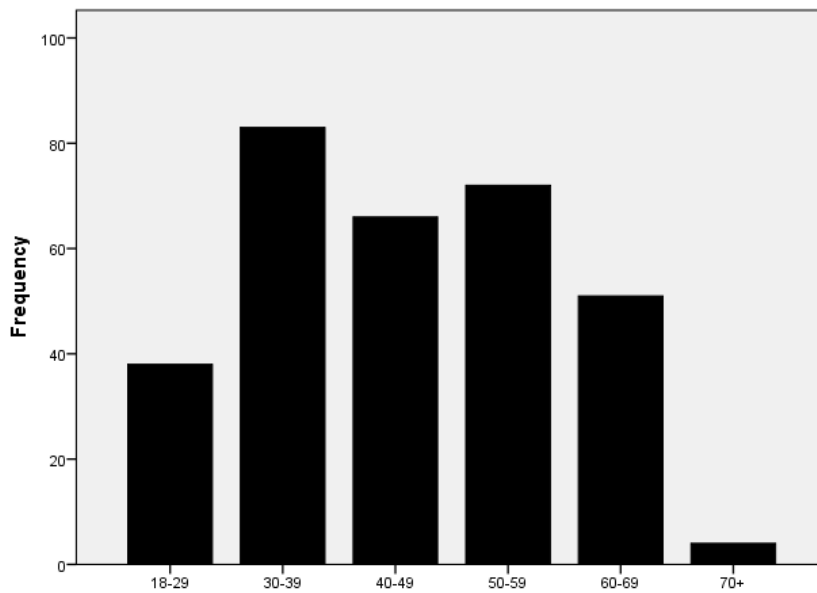
	Mean	Median	Mode	Standard D	Variance
Male n = 112	4.29	4.00	5	.821	.674
Female n = 193	4.33	5.00	5	.892	.796

Age Ranges

Figure 11 provides data on age ranges for the survey. The chart below reflects that the majority of the respondents (69.5%) fell within the 30 – 59-year-old age range. This analysis was completed using descriptive statistics and frequencies.

Figure 11

Frequency of Age Ranges

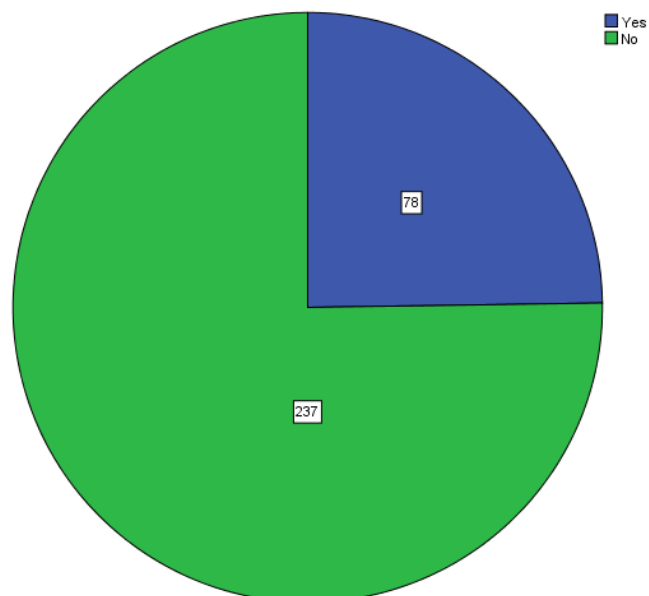


Faculty Status

In the survey, the data showed that librarians who have faculty status included 78 out of 315 or approximately 25% of the respondents.

Figure 12

Faculty Status

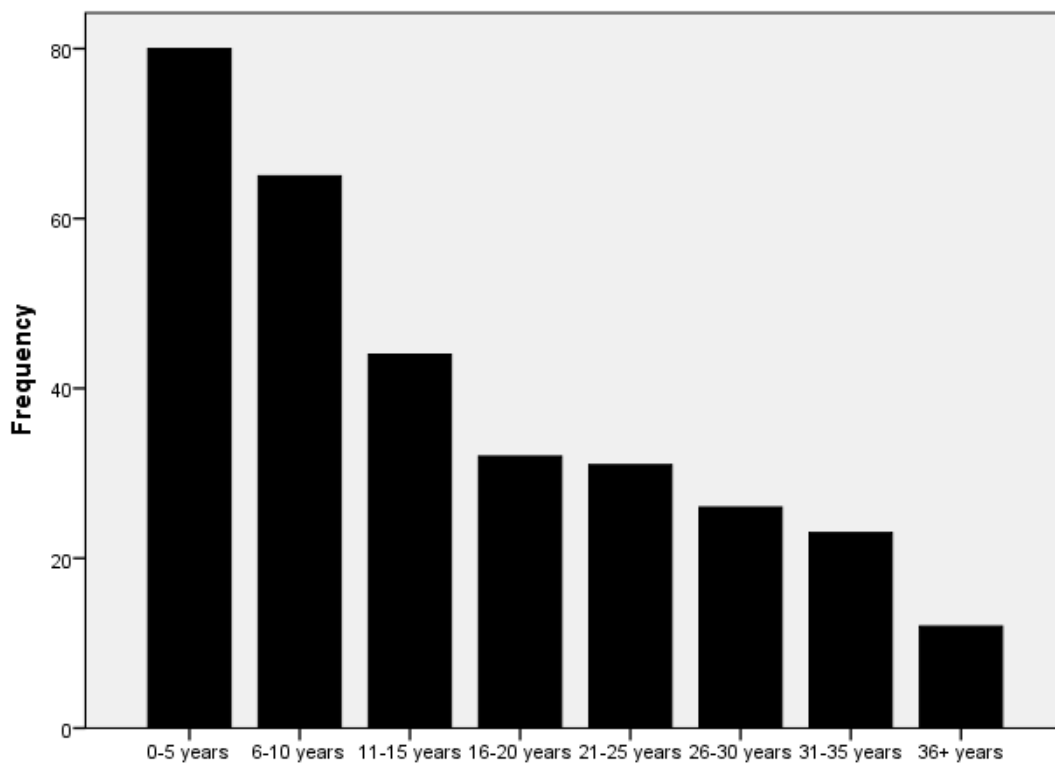


Length of Employment

The results of the length of employment indicated that the majority of respondents worked less than 20 years in the profession as either a librarian or a library staff member. According to the data collected, 145 academic library employees or 46.3% worked 10 years or less, and 221 or 70.6% worked in academic libraries for 20 years or less. See Figure 13.

Figure 13

Length of Employment in Academic Libraries



Respondent Feedback

The author included open-ended statements in order to collect additional qualitative data from respondents about the overall survey with regards to mentoring and job satisfaction found in academic libraries. The responses were generally divided into either positive or negative

comments regarding mentoring. Question 43: If you have any other feedback on mentoring or being mentored in an academic library, please provide the feedback below. There were 188 total responses to Question 43 with 104 or 55% of those responding negatively that they had never mentored someone, had the opportunity to be mentored, or had issues with the concept of mentoring itself. However, 84 respondents or 45% offered positive feedback that was very insightful to the author of this study, and 14 of those selected comments are provided in Appendix F.

Question 44: If you have any other feedback on job satisfaction in an academic library, please provide your feedback below. A total of 130 comments were collected from the response to this question. Out of the 130 comments, 63 or 48% indicated that they were not satisfied with their jobs based on a variety of reasons. However, 67 out of the 130 respondents or 52% contended that they did find job satisfaction working in academic libraries. From the 67 positive comments on job satisfaction, the author selected 13 statements or approximately 20% that were included in Appendix F.

The comments from these two statements provided some additional insights into both mentoring and job satisfaction from the perspective of librarians, administrators, and library staff members who worked in academic libraries in colleges and universities across the state of California. The author contended that this qualitative feedback allowed the author and fellow researchers to more deeply understand the impact of mentoring and job satisfaction on academic library employees and supplements the quantitative data that was collected through the online survey and respective measurement scales.

Response Rate

An initial solicitation to participate in the survey was first sent out to Deans and Directors of the colleges and universities that were identified using convenience sampling. The intent of the solicitation letter was to request the Deans and Directors to encourage the librarians and library staff members under their employ to engage with and participate in the survey. The author then followed up three days later and sent the survey out to 1,996 academic library employees (librarians, staff, and administrators) in the state of California, which included the Deans and the Directors of those institutions identified as survey participants.

The survey was disseminated to 1,996 librarians and library staff employees using Qualtrics survey software. Due to inaccurate email addresses or inactive email accounts, 112 of the responses did not go through to the intended participants, thus were considered to be “email failures.” Out of the original 1,996 surveys disseminated, a total of 1,884 potential participants received the survey. After the data was scrubbed by the author, including the removal of irrelevant data such as date and time the survey was taken and language used, there were a total of 318 completed surveys with a response rate for this survey is $N = 318$.

Survey Analysis

The survey results were exported into IBM SPSS v.24 for analysis. The parametric analysis that was conducted on the data collected from the survey included creating charts to determine normal distribution, and the central tendencies of mean, median and mode. Internal consistency was measured to ensure that the questions within the survey were closely related to each other, correlational analysis to determine various relationships between the independent variables of mentoring and demographics, with the dependent variable of job satisfaction, and regression analysis was conducted for predictive purposes.

Though the collected data was not a perfect normal distribution, it was close enough to allow for parametric analysis which was conducted based on the total scores for mentoring and job satisfaction. The core tenets of central tendency (i.e., mean, median, and mode) were included, and the variance seen below shows the spread of the data set, and the skewness. Based on the information found in Table 6, the standard deviation, when squared, provided the variance for both total scores, and there was minimal negative skewness (skewness to the left of the normal distribution) from a close to normal symmetric distribution for both sets of total scores.

The mean of the job satisfaction total score was 68.11, which fell between “Satisfied” and “Very Satisfied”, whereas the mean for the mentoring total score was 38.61 and fell between the scale options of “Neutral” and “Agree”. See Table 6 for specific data on standard deviation, variance, and skewness.

Table 6

Central Tendencies of Mentoring and Job Satisfaction Total Scores

		Mentoring Total Score	Job Satisfaction Total Score
N	Valid	315	307
	Missing	3	11
Mean		38.61	68.11
Median		39.00	68.00
Mode		37.00	66.00
Std. Deviation		8.97	14.01
Variance		80.41	196.37
Skewness		-.53	-.21
Std. Error of Skewness		.14	.14
Minimum		11.00	20.00
Maximum		55.00	100.00

The internal consistency for both total scores was $> .90$, which was verified using Cronbach's Alpha. Based on this statistical analysis, it was determined that both total scores had high internal consistency, since a score above $.70$ is acceptable for research purposes (Muijs, 2011). This demonstrates that the questions within each section for both mentoring and job satisfaction total scores were closely related to each other and provides confirmation that the questions measure consistent constructs. See Table 7 below.

Table 7

Cronbach's Alpha and Internal Consistency for Total Scores

	N	Cronbach's Alpha	N of Items
Mentoring Total Score	N = 315 3 missing	.923	N = 11
Job Satisfaction Total Score	N = 307 11 missing	.920	N = 20

Research Questions 1 - 5

Research Question 1 – What is the relationship between mentoring others and job satisfaction in private and public university academic libraries in California?

Utilizing the dependent variable of the Job Satisfaction Total Score and the categorical variable “I have had opportunities to mentor co-workers in my academic library career”, an Independent Samples T-test (2-tailed) was conducted to determine if there is a difference in job satisfaction based on the categorical variable of having opportunities to mentor co-workers in an academic library career.

The results indicated that the majority of the respondents (N = 190 or 59.7%) responded “yes” to the statement about having opportunities to mentor co-workers in an academic library career, with less respondents (N = 117 or 36.8%) responding “no”. The results of the Independent Samples t-test (2-tailed) provided a t value of 1.57 with a significance of .119. In summary, the

affirmative group's average scores were slightly higher when compared to the group that provided negative responses to the solicitation regarding having had opportunities to mentor others. The data indicates that there is not a significant difference in scores between those who have mentored co-workers and those who have not.

Table 8

Results of Independent Samples t-test (2-tailed) of Job Satisfaction Total Score and Categorical Variable of Mentoring Co-workers

	N	%	Mean (St. Dev.)	t	Sig. (2-tailed)
*Yes	190	59.7	69.1 (13.82)	1.57	.119
*No	117	36.8	66.5 (14.23)		

Scale: Between a minimum of 20 and a maximum of 100 with a mean of 69.1 for "yes".

*Categorical Variable: I have had opportunities to mentor co-workers in my academic library career.

Research Question 2 - Is the relationship between mentoring others and job satisfaction influenced by the demographic characteristics of current gender identity and race/ethnicity in private and public university academic libraries in California?

Two Independent Samples t-tests (2-tailed) were conducted to determine if there was a difference in job satisfaction, and the scores based on having opportunities to mentor co-workers in an academic library career. A parallel analysis was conducted in response to this research question, in order to determine what influence current gender identity and race/ethnicity had upon the two variables of job satisfaction and mentoring.

The average Job Satisfaction total scores were very similar for respondents who did and did not have the opportunity to mentor co-workers. This trend held true for both current gender identity and race/ethnicity. The results comparing Job Satisfaction total scores, having opportunities to mentor co-workers, and current gender identity based on the results of the

Independent Samples t-test indicate that the t value for males was 1.14 with a 2-tailed significance of .258, and the t value for females was 1.47 with a 2-tailed significance of 1.43.

See Table 9.

The results comparing Job Satisfaction total scores, having opportunities to mentor co-workers, and race/ethnicity based on the results of the Independent Samples t-test indicate that the t value for the Non White group was -.31 with a 2-tailed significance of .761, and the t value for the White group was 2.18 with a 2-tailed significance of .031, which was statistically significant at the $p < .05$ level.

The results indicated that, regardless of current gender identity, that there was no significant influence on job satisfaction based on mentoring others. However, with regards to the influencing factor of race/ethnicity on job satisfaction and mentoring others, the data indicated that there is a significant relationship with mentoring others and job satisfaction from the response group who identified as White. See Table 10.

Table 9

Job Satisfaction Total Score, Categorical Variable of Mentoring Co-workers, and Demographic Variable of Current Gender Identity

Current Gender Identity	N	%	Mean (St. Dev)	t	Sig. (2-tailed)
Male	*Yes 76	25%	69.1 (13.16)	1.14	.258
	*No 34	11%	65.9 (13.73)		
Female	*Yes 108	36%	69.8 (13.94)	1.47	.143
	*No 79	26%	66.7 (14.16)		

Scale: Job Satisfaction Total Score with a minimum of 20 and a maximum of 100.

*Categorical Variable: I have had opportunities to mentor co-workers in my academic library career.

Table 10

Job Satisfaction Total Score, Categorical Variable of Mentoring Co-workers, and Demographic Variable of Race/Ethnicity

Race/Ethnicity		N	%	Mean (St. Dev)	t	Sig. (2-tailed)
Non White	*Yes	70	23%	67.4 (14.23)	-.31	.761
	*No	41	14%	68.3 (15.48)		
White	*Yes	115	38%	70.1 (13.55)	2.18	.031
	*No	73	24%	65.7 (13.52)		

Scale: Job Satisfaction Total Score with a minimum of 20 and a maximum of 100.

*Categorical Variable: I have had opportunities to mentor co-workers in my academic library career.

Research Question 3 - What is the relationship between being mentored and job satisfaction in private and public university academic libraries in California?

A preliminary descriptive analysis of the total scores for both mentoring (IV) and job satisfaction (DV) was conducted that included the mean and standard deviation based on the data provided from the survey respondents (See Table 11). Additionally, a Pearson product-moment correlation coefficient was calculated to assess the relationship between the two quantitative and continuous variables, the independent variable of the mentoring total score and the dependent variable of job satisfaction. The Pearson's coefficient (r) was chosen because it measures the strength of the relationship between the two parametric variables. See Table 12.

First, the results from the preliminary descriptive analysis include the mean and standard deviation for both the mentoring and job satisfaction total scores. The results indicate that the mean for the mentoring total score (38.61), which falls between the responses of "Neither Agree or Disagree" and "Agree", but was much closer to "Agree" than "Neither Agree or Disagree." The results indicate that the mean for the job satisfaction total score (68.11) fell in between "Satisfied" and "Very Satisfied".

Second, the results indicate that the two variables of mentoring and job satisfaction total

scores were positively correlated ($r = .399$), such that as mentoring increases, so does job satisfaction. This positive correlation was determined to be moderate, because the correlation coefficient fell in between 0.3 and 0.5, $r = .399$ (Muijs, 2011).

When the correlation coefficient $r = .399$ is squared, a coefficient of determination (r^2), indicates that approximately 16% of job satisfaction can be attributed to mentoring, with approximately 84% of the coefficient of nondetermination indicating that other variables outside of mentoring are attributed to job satisfaction. The 16% influence upon job satisfaction that can be attributed to mentoring is relevant, from the researcher's perspective, because mentoring has little associated costs. If the process of mentoring can increase an individual employee's job satisfaction by a margin of almost 16%, this researcher believes that mentoring may be a cost efficient method to implement in academic libraries in California in order to increase our current employee's job satisfaction. Based on the data provided in Table 12, a p value of .000 stipulates that there was statistical significance at the 0.01 level (2-tailed).

Table 11

Preliminary Descriptive Statistics with Number of Respondents, Mean, and Standard Deviation of Mentoring and Job Satisfaction Total Scores

	N	Mean	Std. Deviation
Mentoring TS	315	38.6	8.97
Job Satisfaction TS	307	68.1	14.01

Mentoring TS: Scores range between a minimum of 11 and a maximum of 55.

Job Satisfaction TS: Scores range between a minimum of 20 and a maximum of 100.

Table 12

Pearson Product-Moment Correlation Coefficient of Mentoring and Job Satisfaction Total Scores

		Job Satisfaction Total Score
Mentoring Total Score	Pearson Correlation	.399*
	Sig. (2-tailed)	.000
	N	304

*Correlation is significant at the 0.01 level (2-tailed)

Research Question 4 - To what extent does the process of being mentored impact job satisfaction in private and public university academic libraries in California?

Two simple linear regressions were conducted to determine the impact of mentoring on job satisfaction. The first linear regression analyzed the impact of the mentoring total score on job satisfaction, and the second regression analysis examined the impact of the mentoring subscales of career support, psychosocial support, and role modeling on job satisfaction.

Based on the statistical analysis, a significant regression equation was found ($F(1,302) = 57.344, p < .000$) with an r^2 of .160. It was determined, based on an analysis of the respondent data, that mentoring was a significant predictor of job satisfaction. In this regression analysis, the impact of mentoring upon job satisfaction $r = .399$ indicated a moderate or medium effect size (between .30 and .50) according to Muijs, 2011. See Table 13.

Based on the second regression analysis conducted, a significant regression equation was found ($F(3,301) = 520.738, p < .000$) with an r^2 of .171. It was determined, based on participant's responses, that job satisfaction could be predicted based upon the three subscales of mentoring including career support, psychosocial support, and role modeling. In this regression analysis, the p value of .000 indicated statistical significance, the impact of mentoring upon job satisfaction $r = .414$ was statistically significant with a moderate effect size of between .30

and .50. Additionally, the results indicated that the Role Modeling subscale, when compared with the other two subscales of Career Support and Psychosocial Support, was a significant predictor of job satisfaction at the $p < 0.05$ level (.000). See Table 14 below.

Table 13

Coefficients Output (a)

Mode 1		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	43.933	3.275		13.415	.000
	Mentoring Total Score	.629	.083	.399	7.573	.000*

(a). Dependent Variable: Job Satisfaction Total Score

* $p < 0.05$

Table 14

Coefficients Output (a) with Mentoring Subscales

Mode 1		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	48.565	2.754		17.633	.000
	Career Support Subscale	.592	.422	.129	1.402	.162
	Psychosocial Support Subscale	-.105	.332	-.023	-.315	.753
	Role Modeling Subscale	1.437	.394	.320	3.644	.000*

(a). Dependent Variable: Job Satisfaction Total Score

* $p < 0.05$

Research Question 5 - Is the relationship between being mentored and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California?

Using the dependent variable of the Job Satisfaction Total Score, the independent variable of the Mentoring Total Score, the Mentoring Subscales of Career Support, Psychosocial Support, Role Modeling, and categorical demographic variables of race/ethnicity and current gender identity, descriptive statistics and Pearson Product-Moment Correlation Coefficient were run in order to identify the mean, standard deviation, the Pearson Correlation Coefficient, and 2-tailed significance.

The results from the descriptive analysis provided in Table 15 indicate that White participants in the research study for the Job Satisfaction Total Score had a slightly higher mean ($n = 188$; mean = 68.4) score than their Non-White peers ($n = 111$; mean = 67.7). However, throughout the rest of the data found within Table 15, including the mentoring total score and the three mentoring subscales of Career Support, Psychosocial Support, and Role Modeling, the scores for Non White and White respondents were found to be similar, and did not differ significantly when the two race/ethnicity groups were compared to each other.

For both the Non White ($r = .416$) and White ($r = .382$) groups of participants, the association between the Job Satisfaction Total Score and the Mentoring Total Score indicated a moderate effect size (between 0.3 and 0.5) according to Muijs, 2011. The association between the three mentoring subscales and the Job Satisfaction Total Score were also found to be a statistically significant correlation at the 0.05 level, and a moderate effect size associated in both the Non White and White participant groups was evident based on the data provided in Table 16.

In Table 16, the results of a correlational analysis were provided to determine the relationship between job satisfaction, being mentored, the three associated subscales of mentoring to include Career Support, Psychosocial Support, Role Modeling, and the demographic variable of race/ethnicity. The results were similar for both the Non White and White groups of respondents regarding the relationship between mentoring and job satisfaction and this similarity continued when analyzing the association between the three mentoring subscales and job satisfaction, as well. See Table 16.

The means were similar in the Job Satisfaction Total Score between males ($n = 110$, mean = 68.1) and females ($n = 187$, mean = 68.5). The means were also found to be similar in the Mentoring Total Score between males ($n = 110$; mean = 38.4) and females ($n = 193$; mean = 39.3). For both the Job Satisfaction and the Mentoring Total Score, females scored slightly higher than their male counterparts, but the differences were slight. See Table 17.

The association between the Job Satisfaction Total Score and the Mentoring Total Score for males ($n = 108$) and females ($n = 186$) found a statistically significant correlation at the 0.01 level and were moderately associated, according to Muijs, 2011, regarding effect size. Both groups were similar and the effect size is considered moderate due to the fact that it fell in between 0.3 and 0.5 ($r = .450$ for males and $r = .336$ for females). See Table 18.

Based on the data provided in Tables 15 – 18, it is reasonable to conclude that the strength and relative effect size of the relationship between job satisfaction and mentoring did not differ significantly for individuals based on their race/ethnicity or their current gender identity.

Table 15

Descriptive Statistics of Job Satisfaction Total Score, Mentoring Total Score, Mentoring Subscales of Career Support, Psychosocial Support, Role Modeling, and Race/Ethnicity.

Race/Ethnicity	N		Mean	Std. Deviation
Non White	111	Job Satisfaction Total Score	67.7	14.64
	115	Mentoring Total Score	39.9	8.96
	116	Career Support Subscale	10.9	3.01
	116	Psychosocial Support Subscale	9.9	3.09
	115	Role Modeling Subscale	10.6	2.92
White	188	Job Satisfaction Total Score	68.4	13.68
	192	Mentoring Total Score	37.9	8.74
	193	Career Support Subscale	10.2	3.00
	192	Psychosocial Support Subscale	9.2	3.00
	192	Role Modeling Subscale	9.9	3.21

Table 16

Correlation Statistics between Job Satisfaction and Mentoring Total Scores, Job Satisfaction and the Mentoring Subscales of Career Support, Psychological Support, and Role Modeling, and Race/Ethnicity.

Race/Ethnicity			JS Total Score
Non White	Mentoring Total Score	Pearson Correlation	.416
		Sig. (2-tailed)	.000
		N	110
	Career Support Subscale	Pearson Correlation	.386
		Sig. (2-tailed)	.000
		N	111
	Psychosocial Support Subscale	Pearson Correlation	.267
		Sig. (2-tailed)	.005
		N	111
	Role Modeling Subscale	Pearson Correlation	.443
		Sig. (2-tailed)	.000
		N	110
White	Mentoring Total Scores	Pearson Correlation	.382
		Sig. (2-tailed)	.000
		N	187
	Career Support Subscale	Pearson Correlation	.338
		Sig. (2-tailed)	.000
		N	188
	Psychosocial Support Subscale	Pearson Correlation	.259
		Sig. (2-tailed)	.000
		N	187
	Role Modeling Subscale	Pearson Correlation	.389
		Sig. (2-tailed)	.000
		N	187

Table 17

Descriptive Statistics on Job Satisfaction and Mentoring Total Scores, and Current Gender Identity

Current Gender Identity		Mean	Std. Deviation	N
Male	JS Total Score	68.1	13.35	110
	Mentoring Total Score	38.4	8.33	110
Female	JS Total Score	68.5	14.07	187
	Mentoring Total Score	39.3	9.03	193

Table 18

Correlation Statistics on Job Satisfaction and Mentoring Total Scores, and Current Gender Identity

Current Gender Identity			Mentoring Total Score
Male	Job Satisfaction Total Score	Pearson Correlation	.450
		Sig. (2-tailed)	.000
		N	108
Female	Job Satisfaction Total Score	Pearson Correlation	.336
		Sig. (2-tailed)	.000
		N	186

Summary

The author provided data and an overall analysis that addressed major elements of the survey, including demographic variables. The survey results showed there is a positive correlation between job satisfaction and mentoring, whether it involved being mentored or mentoring someone else. Demographic variables of gender and race/ethnicity were included in the data to provide insight as to whether different groups had significantly varying responses relative to mentoring and job satisfaction. Qualitative data supported the statistical data and supports the thesis that mentoring plays a vital role in the field of academic librarians and library staff. Being either the mentor or the mentee both provided greater job satisfaction at least in the academic library setting. Several areas for future research were discovered by the author throughout this research process, and these future areas for research will be expanded upon in Chapter 5. One future research area might be a comparison between public (city or county) librarians and academic librarians to see whether mentoring is as prevalent in government settings and whether it has any bearing on job satisfaction. Overall, this study provided solid data, both quantitative and qualitative, that supports the premise that mentoring is important to academic librarians and increases job satisfaction.

Chapter 5 – Discussion

Chapter 5 provides a brief summary of the research questions and findings. Additionally limitations and strengths of the study are discussed. Implications for library research and areas of future research that may be pursued based on this research are included.

Discussion of Research Questions 1 and 2

The primary research question (research question 1) asked what the relationship was between mentoring and job satisfaction in private and public university academic libraries in California. Utilizing the dependent variable of the Job Satisfaction Total Score and the categorical variable “I have had opportunities to mentor co-workers in my academic library career”, an Independent Samples T-test (2-tailed) was conducted to determine if there is a difference in job satisfaction based on the categorical variable of having opportunities to mentor co-workers in an academic library career.

The Independent Samples t-test (2-tailed) that was conducted provided a t value of 1.57 with a significance of .119. Based on the data, the affirmative group’s average scores were slightly higher when compared to the group that provided negative responses to the solicitation regarding having had opportunities to mentor others. The data indicates that there is not a significant difference in scores between those who have mentored co-workers and those who have not.

Research question 2 asked if the relationship between mentoring others and job satisfaction was influenced by demographic variables. Two Independent Samples t-tests (2-tailed) were conducted to determine if there was a difference in job satisfaction, and the scores based on having opportunities to mentor co-workers in an academic library career. A parallel analysis was

conducted in response to this research question, in order to determine what influence current gender identity and race/ethnicity had upon the two variables of job satisfaction and mentoring.

Though data analysis was conducted on all of the demographic variables, the author purposefully chose current gender identity and race/ethnicity as two particularly salient variables, as both of these were extensively discussed in the library literature (ALA Office for Research and Statistics, 1999; ALA Office for Research & Statistics, 2014; Department for Professional Employees AFL – CIO Fact Sheet, 2011).

A descriptive analysis was conducted using the variables of current gender identity, the mean of the job satisfaction total score, and the variable of having had the opportunity to mentor a co-worker in an academic library. The data revealed that there were similarities in the mean score for job satisfaction between males and females based on both affirmative and negative responses to the question of having had the opportunity to mentor a co-worker. The mean for males ($n = 76$) and females ($n=108$) who responded affirmatively were 69.1 and 69.8, respectively. This demonstrates that for both genders participants tended to respond between satisfied or very satisfied on the scale. The mean for males ($n = 34$) and females ($n = 79$) who responded negatively to this statement on mentoring were at the 65.9 and 66.7 levels, respectively. An *independent t test* analysis (2-tailed) was also conducted and it was determined that whether equal variance was assumed or not, there was not a significant difference between males and females ($t = 1.14$ for males vs. $t = 1.47$ for females). See Table 9.

Discussion of Research Questions 3, 4, and 5

Research question 3 asked about the relationship between mentoring and job satisfaction when being mentored in private or public university academic libraries in California. The

analysis conducted was similar to the analysis conducted for research question 1, and the results indicated that the correlation was significant ($r = .399$) at the 0.01 level (2-tailed).

In research question 4, participants were asked to respond to the question, “To what extent does the process of being mentored impact job satisfaction in private and public university academic libraries in California”? The data analysis that was conducted in order to respond to this question after the file was split to include affirmative and negative responses to the research question, the mentoring and job satisfaction total scores, and the research question listed previously, provided data that showed $r = .358$ for affirmative responses, and $r = .383$ for negative responses. Both the affirmative and negative responses provided indicate that there was a significant correlation at the 0.01 level (2-tailed).

In research question 5, participants were asked, “Is the relationship between being mentored and job satisfaction influenced by demographic and descriptive characteristics (i.e., current gender identity, race/ethnicity) in private and public university academic libraries in California”? Using the dependent variable of the Job Satisfaction Total Score, the independent variable of the Mentoring Total Score, the Mentoring Subscales of Career Support, Psychosocial Support, Role Modeling, and categorical demographic variables of race/ethnicity and current gender identity, descriptive statistics and Pearson Product-Moment Correlation Coefficient were run in order to identify the mean, standard deviation, the Pearson Correlation Coefficient, and 2-tailed significance.

Study Limitations

It is probably fair to say that most research studies have some limitations, since the nature of research itself is not a perfect art or science. This study is no exception, and the author has identified several limitations that became apparent during the research process. One limitation

revolved around the decision to utilize extant surveys and measurement scales. The decision was made to use extant surveys and their corresponding measurement scales to ensure that the survey instrument remained both valid and reliable. Both the MFQ9 (Castro, Scandura, & Williams, 2004) and the MSQ (Hirschfeld, 2000; Weiss, Dawis, England, & Lofquist, 1967) have proven track records of validity and reliability, so these two extant survey instruments were chosen purposefully as tools that would assist the author in answering the research questions for this dissertation.

The author of this research study believes that the MSQ short version does capture the essence of what is meant by job satisfaction, but it did not adequately address the work environment and was not specific to academic libraries. It did offer a statement on working conditions, but that is not quite the same as the overall working environment in an academic library, so that may be considered a limitation. However, it was used extensively by Kreitz and Ogden (1990) during their study across nine University of California libraries, so that did demonstrate its usefulness to the author in regards to finding a job satisfaction instrument that could be used in an academic library, and the threats to study validity were minimal, from the author's perspective. I base my assessment on the threats to study validity from the literature, where Hirschfield (2000) specifically analyzed the short version of the MSQ compared to the longer 100 question version of the MSQ, and found little difference in the results that were obtained.

Comments that were responses to the open ended statements relating to the first section of the survey on mentoring suggested some respondents did not understand that the author was using extant surveys and measurement scales that could not be altered without risking losing validity and reliability measures. The author, in hindsight, should have made this clear in the

introduction section of the survey to inform the respondents that the first two sections (A and B) of the instrument could not be revised.

A second limitation involved the choices for demographic categories involving race/ethnicity and current gender identity. Originally, the author was prepared to use more traditional binary categories for current gender identity. After some discussion with a dissertation committee member, the author decided to include a category for transgender male, transgender female, and a category that allowed the respondent to choose not to identify with male, female, or transgender. Choosing the appropriate current gender identity categories that appease the majority of potential respondents can be politically challenging, and though there may have been additional options that could have been included within current gender identity categories, the author decided that the five categories used in the survey were sufficient.

A similar challenge was posed when the categories for race/ethnicity were chosen. The author decided to use race/ethnicity categories currently in use in the United States Census Survey (U.S. Census Bureau, 2018). These categories are more traditional in scope and include White, Asian, Hispanic or Latino, Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. However, some of the respondents, when responding to the open ended questions, pointed out that there was no biracial or multiracial categories. The decision to use more traditional categories for race/ethnicity may have discouraged some participants, who are biracial or multiracial from deciding to participate in the survey.

A third limitation involved the nature of the online survey itself. Though we live in a technology driven society, not everyone has access to a computer and the internet. The author made the assumption that library employees, in particular, would have access to the appropriate

technology for responding to online surveys. However, there is still a technological divide in this country, and according to File and Ryan (2014) more than 25% do not have direct access to the internet and 15% or more do not have computers or laptops at home (File & Ryan, 2014).

A fourth limitation, which could occur in any situation where surveys are being utilized, included the willingness, or lack thereof, of participants being willing to read and complete all sections of the survey within the limits set by the survey administrator.

The survey itself was being conducted solely in California, and the target population included employees in public and private college and university academic libraries. Both of these conditions translated into pragmatic concerns regarding a potentially low response rate. If enough data were not collected during the survey phase, it would become challenging to generalize the findings to other populations.

Additional limitations included “satisficing.” According to Barge and Gehlbach (2012), satisficing can take several forms including choosing the same exact response to each question, rushing through the survey, or skipping questions, which may have an adverse effect on the data results. This was indeed a factor, and several partially completed surveys were not included in the final analysis of the survey due to skipped questions.

A final limitation that the author considered involved the decision to use research questions instead of hypothesis. The author mentions this, albeit briefly, because when the statistical analysis was being conducted, it was challenging to directly answer the posed research questions. If there were hypothesis instead, it may have been more manageable to perform analysis that could have more directly addressed the hypothesis or the null hypothesis.

Study Strengths

The strengths of this study are clearly apparent, and the author will describe some of the selected strengths of this study in order to support the significance and justification for this research on mentoring and job satisfaction in academic libraries in California. First, though there is quite a bit of literature on both mentoring (Kenefick & DeVito, 2015; Rastorfer & Rosenof, 2016; Robbeloth, Eng, & Weiss, 2013; Sears, 2014) and job satisfaction (Bernstein, 2011; Moniarou-Papaconstantinou & Trantafyllou, 2015; Morgan, 2014; Peng, 2014; Sewell & Gilbert, 2015), yet there are very few studies that look at the association between the two variables. This is a strength, from the current author's perspective, because it provides an opportunity to add to the original body of knowledge in academic librarianship, mentoring, and job satisfaction.

Second, the majority of the research studies that are available that discuss mentoring and job satisfaction are outside of the library related literature. Studies have been done with other occupations (Bannerjee-Batist, 2014; Bilimoria, Perry, Liang, Stoller, Higgins, & Taylor, 2006; Jyoti & Sharma, 2015), but no historical or recent studies were located that looked at mentoring and job satisfaction in academic libraries in California. This current research study is breaking new ground, and has attempted to fill in the gaps within the literature as it pertains to these two variables and academic librarianship.

A third study strength, and one that resonates closely with the current author of this research, provides an opportunity to connect current leadership approaches found in academic libraries, with data that supports the correlation between mentoring and job satisfaction. This is important, because the essence of mentoring really involves developing the individual academic library employee. Two current leadership approaches that are often implemented in academic libraries, servant leadership and transformational leadership (Anzalone, 2007; Castiglione, 2006;

Doncevic, 2003; Duren, 2012; Gavillet, 2012; Hicks & Given, 2013; Martin, 2016; Mavrinac, 2005; Podell, 2012), both have a foundation based on employee and organizational development, so this author is excited to pursue future research on the association between mentoring and current leadership approaches found in academic libraries.

Implications for Future Research

Based on the literature review and the data that was collected and analyzed for this research project, it quickly became apparent that there are an abundance of opportunities to pursue future research in areas that relate directly or indirectly to my variables of mentoring and job satisfaction. For example, one area to consider for future research involves analyzing the relationship between community college academic library employees, mentoring, and job satisfaction. Though this author used community college library employees as part of the pilot study, it would be interesting to survey a much larger sample of the community college library employees in California to better understand their perspectives on the impact of mentoring as it pertains to job satisfaction.

A second implication for a future research study might include analyzing the relationship between mentoring and job satisfaction for community college library employees and for private and public university academic library employees outside of California. This would be an interesting study, because the collected data could then be compared to the data collected within California to determine if geographical location has an impact on the association between mentoring and job satisfaction within academic libraries.

A third area for future research might include an in-depth analysis and systematic review of the literature as it pertains to current leadership approaches found in academic libraries. There is a leadership crisis in academic libraries looming in our future (Artman, 2014; Hernon, Powell,

& Young, 2001; Markgren, Dickinson, Leonard, & Vassiliadis, 2007), so it is imperative that current library employees understand the importance of succession planning (Charbonneaus & Freeman, 2016; Curran, 2012) to ensure a smooth transition from library employee to library leader.

A fourth implication for future research may compare government or public library employees with those working in academic libraries. Specifically, this comparison would include collected data on mentoring programs in public libraries, the relationship between mentoring and job satisfaction, demographic variables, and the perspectives from employees on whether or not they believe that mentoring can positively or negatively impact job satisfaction.

A fifth area of interest for future research involves the connections between mentoring, professional development, retention, and succession planning. Each of these variables are related to one another either directly or indirectly, and the author believes that providing professional development opportunities (Matthews, 2003; Mavrinac, 2005; Nankivell & Shoolbred, 1997; Neyer & Yelinek, 2011), mentoring employees to better retain them (Snow, 1990), and identifying and encouraging long time library employees to engage and participate in leadership positions or activities within the library organization (Charbonneaus & Freeman, 2016; Curran, 2012) are crucial to the future success of academic libraries and the leadership found within.

Another area of potential future research includes analyzing other variables that might impact job satisfaction in academic library employees. These might include compensation (Fitch, 1990; Kreitz & Ogden, 1990; Lim, 2008; Parmer & East, 1993; Vaughn & Dunn, 1974; Voelck, 1995), work atmosphere, benefits, recognition, job duties or responsibilities (Chwe, 1978; Lim, 2008; Moniarou-Papaconstantinou & Trantafyllou, 2015; Williamson, Pemberton, & Lounsbury, 2005) and other aspects of job satisfaction that were not measured in this current research

project. It is the author's hope that this type of research would provide some data for analysis that could then be used discover elements of job satisfaction that might positively impact retention or succession planning (Charbonneaus & Freeman, 2016; Curran, 2012; Snow, 1990).

A seventh area for future research would include an investigation into the influence that age has on academic library employees with regards to mentoring and job satisfaction. As the greying of the profession becomes a reality, with one out of every four current library employees being born in the Baby Boomer generation (1946 – 1964), this indicates that over the next 10 – 15 years, a fairly sizeable percentage of the academic library employee population will be retiring (Whitmel, 2002). Over a decade later, the literature published by Galbraith, Smith, and Walker (2012) and Gonzalez (2013) expressed concerns about aging, especially in regards to the retirement of library leaders. This is an interesting area for research, and one that the author of this study would like to investigate over the next decade.

A final area for future research includes analyzing the relationship between framing leadership (Bolman and Deal, 2008; Bolman and Gallos, 2011; Kalin, 2008; and Yi (2013), and the two current leadership approaches most often associated with leadership in academic libraries. These two approaches, servant leadership (Greenleaf, 1977, Stone, Russell, Patterson, 2004) and transformational leadership (Burns, 1978; Bass, 1999; Bass & Stogdill, 1990; Martin, 2016; Mavrinac, 2005), are written about in the literature (Duren, 2012; Gavillet, 2012; Hicks & Given, 2013; Martin, 2016; Mavrinac, 2005; Podell, 2012), and work well in academic libraries because of their focus on development of the individual and the organization. The two leadership approaches mentioned, are discussed in further detail below, in order to provide an understanding of the relationship that these two leadership approaches have with regards to mentoring, and thus to job satisfaction.

Two Leadership Approaches for Academic Libraries

Both servant and transformational leadership are frequently implemented in academic libraries (Anzalone, 2007; Castiglione, 2006; Doncevic, 2003; Duren, 2012; Gavillet, 2012; Hicks & Given, 2013; Martin, 2016; Mavrinac, 2005; Podell, 2012). These two leadership approaches relate directly to the development of individuals through mentoring (Avolio & Bass, 2004), which influences job satisfaction, and future research studies may determine if these two leadership approaches might be beneficial for those academic library employees who see value in mentoring and the connection to job satisfaction.

Servant and transformational leadership were analyzed by scholars and written about in the literature since the 1970's, and as leadership paradigms, they have been compared and contrasted with each other since the 1990's due to their close relationship (Parolini, Patterson, & Winston, 2009; Smith, Montagno, & Kuzmenko, 2004; Stone, Russell, & Patterson, 2004). Both servant leadership and transformational leadership are compatible and optimal leadership approaches in academic libraries due to their emphasis on developing people through mentoring and service (Greenleaf, 1977, Stone, Russell, Patterson, 2004). Each has a unique approach to developing people and organizations, so future research may be able to analyze which leadership approach might be more effective.

The two leadership approaches complement one another through a series of shared characteristics. Building trust, influencing followers, mentoring, empowering employees, working inclusively to establish an organizational vision, treating others with respect, demonstrating ethical values of integrity, and modeling appropriate leadership behaviors that resonate in academic libraries are some of the characteristics that are commonly found in both leadership approaches (Stone, Russell, & Patterson, 2004).

The differences tend to focus on how the people or the organization itself are viewed. In servant leadership, the goal is on serving people first, with organizational goals, albeit important, considered secondary to service and development of the followers (Greenleaf, 1977, Stone, Russell, Patterson, 2004). For transformational leaders, the primary focus is on the goals of the organization and how those goals were achieved. The people were important within the organization too, but the health of the organization takes priority over the needs of individuals within the organization in a transformational leadership approach (Burns, 1978; Bass, 1999; Bass & Stogdill, 1990; Martin, 2016; Mavrinac, 2005). Other notable differences include leadership focus, historical context, and the depth of empirical research conducted on these leadership approaches (Stone, Russell, & Patterson, 2004), all of which are conducive to future research studies.

With the understanding that both of these two leadership approaches are currently practiced in academic libraries, and they tend to emphasize the importance of developing the individuals within an organization, it is the author of this study's contention that servant and transformational leadership promote mentoring. This perspective is based on the results of the current study that suggests mentoring can be attributed to job satisfaction at approximately 16%. There are other factors that provide job satisfaction for academic library employees also, but these two specific leadership approaches are the only two that have the potential to encourage and promote mentoring throughout the organization, and this author believes that this area of study has great potential as library employees continue to value professional development, career advancement, and mentoring well into the future.

Summary

This chapter included a summary of the research questions and findings. Additionally, a detailed description of the limitations, strengths of the research study, and implications for future research were provided. Though this research process was challenging, the author believes that the knowledge and data collected throughout this process is invaluable, and will contribute to the corpus of original knowledge in the areas of academic librarianship, academic library leadership, mentoring, and job satisfaction.

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Appendices

Appendix A – Letter to the Deans and Directors

Appendix B – Letter to the Participants

Appendix C – Follow-up letter to Participants

Appendix D – Survey Instrument (all inclusive)

Appendix E – Qualitative Feedback and Comments from Pilot Study

Appendix F – Qualitative Feedback and Comments from Survey

Appendix A – Letter to the Deans and Directors

Date: February 23, 2018

To: Deans and Directors of Academic Libraries

From: Kevin Ross
Ph.D. student, Chapman University

RE: Mentoring and Job Satisfaction Survey

Dear,

I am writing to you in advance in order to ask you to look for an email invitation which will be sent out early next that welcomes you and all library employees within your organization to participate in a web-based survey on mentoring and job satisfaction in academic libraries across California.

You and your employee's participation in this survey will enable me to obtain important information about mentoring and job satisfaction, as well as gather non-invasive demographic information on participants for correlative purposes.

Please be assured that your participation in this survey is strictly voluntary. Email reminders will automatically be sent to library employees who do not respond by a specified date. If you have any questions about the survey, please feel free to contact Kevin Ross, Ph.D. student and Associate Dean, Leatherby Libraries at Chapman University, at (714) 532-7751 or kross@chapman.edu

While I know that this is a busy time of year, I would appreciate you taking a few minutes to complete the brief online survey that will be sent to you and all library employees within your organization on **February 27, 2018**. Your participation is essential to the success of this research project and will allow me to complete my Ph.D. dissertation this semester.

Thank you very much for your time and consideration, and for supporting a fellow academic librarian in my educational pursuits.

Most sincerely,

Kevin M. Ross

Appendix B – Letter to the Participants

Dear,

Greetings!

You are invited to participate in a statewide survey on mentoring and job satisfaction in libraries.

I am a doctoral student and library administrator at Chapman University in Orange, California. The survey is for my dissertation research, and has full IRB approval from Chapman University.

Your participation in the study will help determine the connection between mentoring activities and job satisfaction and may lead to greater understanding of how job satisfaction of library employees in academic libraries can be improved.

I am asking you to participate in this survey because you work in an academic library in California. Please answer the questions based on your personal experience. The survey will take you **less than 10 minutes to complete**.

You and your institution will not be identified individually in any survey analysis and all data will be stored in a password protected electronic format.

It is important to complete the entire survey, so please try to complete this brief survey by Friday, March 16, 2018. Thank you very much for this consideration.

Follow this link to the survey:

Take the survey

Or copy and paste the URL below into your internet browser:

https://chapmanu.co1.qualtrics.com/jfe/form/SV_7Qcqqb4JdQGikYZ

If you have questions about the survey, or you are interested in the results of the survey, please feel free to contact me at the following:

Kevin M. Ross
Associate Dean and Ph.D. student
Chapman University, Leatherby Libraries
(714) 532-7751
kross@chapman.edu

Most sincerely,

Kevin

Appendix C – Follow-up Letter to Participants

Dear,

Greetings!

I have not yet received enough completed survey responses, so I am sending each of you a reminder to complete the mentoring and job satisfaction survey, if you have not already done so. I really need your help to complete this brief survey so that I can complete my research for my doctoral degree. I am hopeful that you, as library colleagues, will assist me by completing the entire survey. Thank you very much for this kind consideration.

As you may remember, I am a doctoral student and library administrator at Chapman University in Orange, California. The survey is for my dissertation research and has IRB approval.

Your participation in the study will help determine the connection between mentoring activities and job satisfaction and may lead to greater understanding of how job satisfaction of library employees in academic libraries can be improved.

I am asking you to participate in this survey because you work in an academic library in California. Please answer the questions based on your personal experience. The survey will take you **less than 10 minutes to complete**.

You and your institution will not be identified individually in any survey analysis and all data will be stored in a password protected electronic format.

It is important to complete the entire survey, so please try to complete this brief survey by Friday, March 16, 2018. Thank you very much for this consideration.

Follow this link to the survey:

Take the survey

Or copy and paste the URL below into your internet browser:

https://chapmanu.col.qualtrics.com/jfe/form/SV_7Qcqbb4JdQGikYZ

If you have questions about the survey, please contact me:

Kevin M. Ross

Ph.D. student and Associate Dean

Chapman University

(714) 532-7751

kross@chapman.edu

If you are interested in the results of the survey, please let me know.

Appendix D – Survey Instrument

Mentoring and Job Satisfaction Survey

Introduction: The purpose of this research project is to explore the relationship between mentoring and job satisfaction in academic libraries. This is a research project being conducted by Kevin Ross, a doctoral student at Chapman University in Orange, CA. You are invited to participate in this research project because you are an employee of a private or public academic library in California.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. The procedure involves completing an online survey that will take you less than 10 minutes to complete. Your responses are completely anonymous, and we do not collect identifying information.

The results of this study will be used for scholarly purposes only and may be shared in aggregate with Chapman University representatives.

If you have any questions about the research study, please contact Kevin Ross at kross@chapman.edu. This research has been reviewed and approved according to Chapman University IRB procedures for research involving human subjects. I truly appreciate your time in completing this survey for my research.

>>

Mentoring and Job Satisfaction Survey

Section A: Mentoring

Instructions: Please check only one box for each item using the following scale.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
My mentor takes a personal interest in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor helps me coordinate professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor has devoted special time and consideration to my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share personal problems with my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I exchange confidences with my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my mentor to be my friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to model my behavior after my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I admire my mentor's ability to motivate others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect my mentor's ability to teach others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective library leaders support mentoring in academic libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective library leaders may use mentoring to increase job satisfaction within an academic library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<<

>>

Section B: Satisfaction

Instructions: Ask yourself – How satisfied am I with this aspect of my job? Please check only one box for each item using the following scale:

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
Being able to keep busy all the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to work alone on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do different things from time to time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to be "somebody" in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my boss handles his/her workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competence of my supervisors in making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to do things that don't go against my conscience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my job provides for steady employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do things for other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to tell people what to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The chance to do something that makes use of my abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way library policies are put into practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pay and the amount of work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chances for advancement on this job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The freedom to use my own judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to try my own methods doing the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way co-workers get along with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The praise I get for doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling of accomplishment I get from the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section C: Academic Library

Instructions: Please check only one box for each item.

The mentoring I have received has been:

Formal

Informal

Both

Neither

The mentoring I have given has been:

Formal

Informal

Both

Neither

I have had opportunities to mentor co-workers in my academic library career

Yes

No

I have had opportunities to be mentored by my co-workers in my academic library career

Yes

No

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Mentoring and Job Satisfaction Survey

Section D: Open Ended Questions

Instructions: Please respond to the open ended questions below.

If you have any other feedback on mentoring or being mentored in an academic library, please provide your feedback below.

If you have any other feedback on job satisfaction in an academic library, please provide your feedback below.



Mentoring and Job Satisfaction Survey

Section E: Demographics

Instructions: Please check only one box for each item.

Current gender identity:

Male	Female	Transgender (Male)	Transgender (Female)	Do not identify with Male, Female, or Transgender
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Age range:

18-29	30-39	40-49	50-59	60-69	70+
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Race/Ethnicity:

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
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Which best describes your current position?:

Librarian

Staff

Administrator
(non-librarian)

Administrator
(librarian)

Length of employment in academic libraries:

0-5
years

6-10
years

11-
15
years

16-
20
years

21-
25
years

26-
30
years

31-
35
years

36+
years

Type of institution:

Private

Public

Do you have faculty status at your institution?

Yes

No

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If you have any feedback on the survey itself, please provide your feedback below.

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Appendix E – Qualitative Feedback and Comments on Pilot Study

Table # Qualitative Feedback and Comments from Pilot Study
Question 43: If you have any other feedback on mentoring or being mentored in an academic library, please provide the feedback below.
<i>“Mentoring also provides another way to provide informal and formal evaluative feedback to employees.”</i>
<i>“I think it’s important to be mentored. I [sic] just not sure this idea reaches all academic libraries at all levels.”</i>
<i>“I believe in mentoring and being mentored!”</i>
<i>“Mentoring is crucial but many libraries do not offer mentoring programs or provide effective training on mentorship relationships.”</i>
<i>“I think it’s important to mentor staff at all levels in a library organization.”</i>
<i>“Having professional mentors has made a huge difference in my career over the years. I don’t think I would have been very successful in librarianship without a core group of mentors providing ongoing guidance.”</i>
<i>“It is incredibly important for library and campus administration to foster mentorship and allow time during work hours for employees at all levels to engage in mentorship activities.”</i>
<i>“I believe being mentored in an academic library is very important and is directly related to job satisfaction.”</i>
<i>“I feel that academic librarians are particularly nurturing to new librarians and library students, much more so than other professions.”</i>
Question 44: If you have any other feedback on job satisfaction in an academic library, please provide your feedback below.
<i>“I believe mentoring can support job satisfaction from a library manager perspective.”</i>
<i>“I think strong mentorship can play a role in job satisfaction.”</i>
<i>“I believe that job satisfaction is increased by mentorship!”</i>
<i>“I think job satisfaction does increase during positive mentoring relationships.”</i>
<i>“I love what I’m doing and very content with my job.”</i>
<i>“I have been working at a College library for almost 30 years. I’m very grateful for the opportunity and satisfaction that my job provides.”</i>

Appendix F – Qualitative Feedback and Comments on Survey

Table # Qualitative Feedback and Comments from Survey
Question 43: If you have any other feedback on mentoring or being mentored in an academic library, please provide the feedback below.
<i>"I think it's important to mentor staff at all levels in a library organization".</i>
<i>"I believe being mentored in an academic library is very important and is directly related to job satisfaction".</i>
<i>"I believe it is essential for library administration to foster mentoring relationships in academic libraries. Unfortunately, it has been my experience that administrators rarely take the time to do this".</i>
<i>"I think mentoring is important to offer, both to mentor and to be mentored. We can learn from each other".</i>
<i>"Being mentored and providing mentoring increases job satisfaction that directly relates to retention. It is a critical part of retaining talented and high performing librarians and library support staff".</i>
<i>"I think mentoring is essential, both in understanding and performing the job, as well as a factor in satisfaction on the job. I think formal mentoring is a must, and informal mentoring also extremely important and should be encouraged in the workplace".</i>
<i>"Being mentored early in one's career is beneficial for the workplace as well as the employee. Guidance helped in determining what tasks I am most successful in doing, leading to increased job satisfaction and determining next steps in the career path. There is also satisfaction in "giving back" by mentoring others in their professional development or student growth".</i>
<i>"Mentoring is a positive for most academic library employees, I believe".</i>
<i>"I have been blessed with excellent mentors throughout my whole library career. I am very grateful. I also believe in paying it forward. So, I have mentored and continue to mentor staff and librarians:.</i>
<i>"Mentoring can be a valuable learning experience for professionals when both parties are intentional in building a strong and productive mentoring relationship".</i>
<i>"Mentoring is a great opportunity to impact the lives of others. Great mentors are servant leaders first. We walk the walk that we talk".</i>
<i>"Only commit to mentoring if willing to be a servant leader. Only commit to being mentored if willing to work hard to accomplish your next personal and professional goal".</i>
<i>"Having professional mentors has made a huge difference in my career over the years. I don't think I would have been very successful in librarianship without a core group of mentors providing ongoing guidance".</i>
<i>"I believe in mentoring and being mentored".</i>

Question 44: If you have any other feedback on job satisfaction in an academic library, please provide your feedback below.
<i>"I believe mentoring can support job satisfaction from a library manager perspective."</i>
<i>"I think strong mentorship can play a role in job satisfaction".</i>
<i>"I believe that job satisfaction is increased by mentorship!"</i>
<i>"I think job satisfaction does increase during positive mentoring relationships".</i>
<i>"I am quite satisfied with my job in an academic library, however I feel that academic librarians are accorded little status and relatively low pay compared to the services we provide and value we bring to the academic system".</i>
<i>"Mentorship has definitely contributed to my job satisfaction. I would otherwise relate less to the decisions made by our administration, and I would feel less empowered to contribute my opinion and ideas to discussions, or to undertake projects I am interested in. The informal mentorship is critical to my ability to do my job well, given how much there is to learn".</i>
<i>"I do believe and have seen in practice how much mentoring does contribute to overall job satisfaction".</i>
<i>"Mentoring is one key way to increase job satisfaction in an academic library. Other aspects that improve job satisfaction is the ability to do something different in the job, work on a variety of projects, and work with people and alone".</i>
<i>"I do believe that greater job satisfaction does rely on either strong mentorships or stronger and supportive communications between employers and employees".</i>
<i>"Whether done formally or informally, I think that if done well, mentoring would definitely improve job success and therefore improve satisfaction. Successes are satisfying".</i>
<i>"Job satisfaction is linked directly to good communication, positive morale, and a feeling of belonging. Good leadership is also important. A feeling of accomplishment for the student population is probably the most important".</i>
<i>"Very satisfied providing services to the academic community".</i>
<i>"Having a good mentor can increase job satisfaction in an employee".</i>