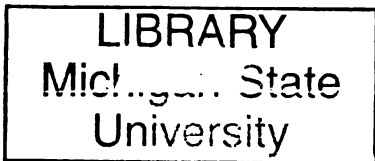




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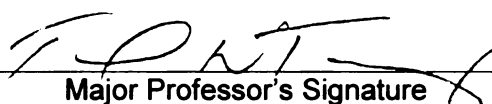
EXPLORING THE USE OF MENTORING WITHIN STATE
VOCATIONAL REHABILITATION AGENCIES AND THE ISSUES
OF RETENTION, JOB SATISFACTION AND CAREER
MOTIVATION

presented by

Cozetta Dionne Shannon

has been accepted towards fulfillment
of the requirements for the

Ph.D. degree in Rehabilitation Counselor
Education


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**EXPLORING THE USE OF MENTORING WITHIN STATE VOCATIONAL
REHABILITATION AGENCIES AND THE ISSUES OF RETENTION, JOB
SATISFACTION AND CAREER MOTIVATION**

By

Cozetta Dionne Shannon

A DISSERTATION

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ABSTRACT

EXPLORING THE USE OF MENTORING WITHIN STATE VOCATIONAL REHABILITATION AGENCIES AND THE ISSUES OF RETENTION, JOB SATISFACTION AND CAREER MOTIVATION

By

Cozetta Dionne Shannon

The purpose of this study was to explore the impact of mentoring on factors related to turnover and retention levels within state vocational rehabilitation agencies. An examination of differences in career motivation (CM) and job satisfaction (JS) among mentored and non-mentored rehabilitation counselors was conducted. The relationship between functions of mentoring and demographic characteristics was also explored. The likelihood of participants leaving their position and impact of mentoring on this decision was also investigated.

Rehabilitation counselors employed within the Office of Vocational Rehabilitation in Kentucky and Illinois Department of Human Services, Office of Rehabilitation Services, were identified as potential participants. The sample included 123 rehabilitation counselors. Of these participants, 23 reported being involved in a mentoring relationship. Empirical data was gathered utilizing several instruments including Noe's Mentoring Roles Instrument, Day and Allen's Career Motivation Scale and the Abridged Job Descriptive Index. Qualitative data was gathered regarding participants' perceptions of factors influencing their decision to leave or remain employed in their current position. Eight emergent themes were identified: (a) Retirement; (b) Pay and Benefits; (c) Enjoyable and Meaningful Work; (d) Work

Environment; (e) Opportunity of Advancement; (f) Job Security; (g) Family and Personal Issues, and (g) Burnout.

Participants reported moderate to high levels of CM and JS. However, mentored rehabilitation counselors reported significantly higher resilience scores than their non-mentored counterparts. The lowest CM scores across groups were found in relation to career identity. Positive relationships between CM and JS and functions of mentoring were found. Protégés reported significantly different psychosocial functions of mentoring scores relative to agency type. No other significant results were found between functions of mentoring and participant demographic characteristics.

Lastly, findings of the study suggest that rehabilitation counselors are not more likely to participate in mentoring relationships later in their careers. Participants further reported that they are not likely to leave their current position over the next five years. Mentored participants had significantly higher mean scores regarding how involvement in mentoring impacts this decision. The implications for state vocational rehabilitation agencies, rehabilitation counselors and future research are discussed.

To My Mother and Father.

Without your support, guidance, and most of all love, the completion of this work would not have been possible.

To My Grandmother, Fannie Mae Shannon.

Your resilience, faith and wisdom inspired me to follow my dreams.

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Chapter I

Introduction

During the early part of the 20th century, the specialty of rehabilitation counseling evolved from vocational guidance and general counseling (Cottone & Tarvydas, 2003). Empirical research and changes within society has since shaped the perception of the discipline by “solidifying the argument that rehabilitation counseling has evolved from a skilled occupation into a true profession” (Leierer, Strohmer, Blackwell, Thompson, & Donnay, 2008, p.68). Rehabilitation counselors have a vested interest in assisting individuals who have physical, mental and emotional disabilities to maximize their potential and independence. Through the evolution of the profession, the nature of practice for rehabilitation counselors has also advanced. Historically, vocational rehabilitation counselors worked primarily within state-federal and veterans administration systems. Rehabilitation counselors, among other duties, guide and counsel students transitioning from high school to work, adults with work-related injuries, and veterans with disabilities looking to reintegrate back into society. In recent years, more diverse employment settings, including substance abuse treatment centers, employee assistance programs, and case management practices have also begun to emerge as increasingly essential areas for rehabilitation counselor practice (Cottone & Tarvydas, 2003; Shaw, Leahy, Chan & Catalano, 2006). Regardless of the setting, vocational rehabilitation counselors are diligently working to assist persons with disabilities in their independent living, vocational and educational pursuits.

In comparison to recent years, there have been an increasing number of persons with disabilities accessing services provided by state vocational rehabilitation (VR)

counseling agencies. Thus, the need for vocational rehabilitation counselors is becoming increasingly necessary. With this increased need, researchers have asserted that the “system and its consumers expect counselors to provide quality rehabilitation services” (Roessler & Mullins, 1995, p. 22). Unfortunately, the ability to adequately serve consumers of VR services may become more difficult. This may be related to issues surrounding the expected number of vacant positions within state VR agencies and the overall need for qualified vocational rehabilitation counselors. According to FY 2001-2002 data, Chan and Ruedel (2005) reported that there were a total of 11,110 professional rehabilitation personnel employed with state agencies. VR counselors accounted for 9,649 of these employees. As reported by Chan (2003), nearly 3,800 rehabilitation counselor positions and 850 supervisor positions will need to be filled over a five-year period (FFY 2002-FFY 2007). The expected number of vacant positions represents 40% of the counselor workforce. State agencies have attempted to address this issue, but the issue still exists and warrants further attention and investigation. Further, rehabilitation counselor education programs will not be able to train enough counselors to meet the state agencies projected needs (Shaw, Leahy, Chan & Catalano, 2006). This issue creates concern for not only the quality of care for consumers but also the training and retention process for state vocational rehabilitation counselors. Further, “constantly competing, recruiting, selecting, orienting, and training new employees continues to maintain or increase the already high turnover costs; funds not addressing consumer needs” (Barrett, Riggan, Flowers, Crimando & Bailey, 1997, p. 3). To ensure that allocated resources for consumer needs are used for appropriate services, it is imperative that state VR agencies not only recruit qualified employees, but also develop and implement ways to retain

existing staff and demonstrate that state agencies should continue to be the employer of choice.

Due to such pressures and challenges, concerns regarding retention of qualified rehabilitation counseling professions have emerged (Dew, Alan & Tomlinson, 2008). The issue of retention has been considered “both an enigma and a well known documented phenomenon” (Barrett, Riggart, Flowers, Crimando & Bailey, 1997, p.36). Such issues within the State Vocational Rehabilitation System may be related to factors including: (a) downsizing; (b) large case loads; (c) minimal recognition, and (d) retirement (Dew, Alan & Tomlinson, 2008). Case in point, in a recent study by Dew, Diller & Peters (2005), indicated that 46% of vacancies within Region III would occur because of the following reasons: “retirement, termination, family needs, higher salary, death, reassignment, and other” factor (p.26). This area warrants further exploration in the rehabilitation counseling literature.

Concerns of VR counselors and state agency administrators will continue to exist with the increased turnover. To assist administrators in understanding the causes of turnover, several factors have been identified that may influence a counselor’s ability to meet standards expected by the agency, consumers, and counselors. These factors include managing a large caseload of consumers, counselor burnout, lack of access to resources and dissatisfaction with job functions and often serve as unique barriers for counselors (Dew, Alan & Tomlinson, 2008). Such factors have been shown to dramatically impact rehabilitation counselor retention levels (Riggart, 1985; Dew, Alan, Tomlinson, 2008). Agencies have attempted to address these issues by enhancing the current paradigm of employee development including supervision, multicultural training, and continuous

education (Dew, Alan & Tomlinson, 2008). Such measures have been helpful, but the task of addressing retention levels within state vocational rehabilitation agencies warrants exploration of other methods that may assist in this process. One promising retention strategy for state vocational rehabilitation agencies, adapted from general education and business, is the use of mentoring. Even though the literature is limited, researchers have suggested that mentoring is an appropriate method for promoting professional development of rehabilitation counselors (Fiest-Price, 1994; Viranyi, Crimando, Riggan & Schmidt, 1992). Mentoring has been regarded as an influential process for improving the development of individuals and organizations (Whiting & de Janasz, 2004). Further, a number of state agencies (e.g. Office of Vocational Rehabilitation in Kentucky [OVR]) have implemented formal mentoring programs to assist with addressing issues related to retention and to promote the development of a positive work environment. State vocational rehabilitation counselors may also be involved in informal mentoring relationships. Involvement in both types of mentoring relationships may facilitate the socialization process and assists novice employees in adjusting to the workplace culture.

The mentoring process impacts factors that relate to retention of personnel (Burke, McKen & McKenna, 1994; Wanberg, Kammeyer-Mueller & Marchese, 2006) by specifically assisting employees in adapting to a field by familiarizing new entrants with the values, practices, beliefs and standards of an agency, organization or corporation (Chung, Bemak & Talleyrand, 2007). Findings suggest that employees involved in mentoring relationships have higher levels of career motivation and job satisfaction. These distinct factors (e.g. career motivation and job satisfaction) have been linked to reasons why employees decide to leave or remain employed with an organization

(Faubion, Palmer, Andrew, 2001; Wright and Terrian, 1987). Therefore, exploring the relationship between mentoring and levels of job satisfaction and career motivation is a way of evaluating potential methods of addressing issues related to retention within the state vocational rehabilitation agencies.

Literature exploring the impact of mentoring on levels of career motivation and job satisfaction has grown increasingly popular (Allen & Eby; 2007; Chao, 1992; Fagenson, 1989). Even with research linking increased job satisfaction and career motivation to involvement in mentoring relationships, there is a significant absence of research regarding the benefits of mentoring on retention levels in rehabilitation counseling literature. Several studies have focused on the career motivation and job satisfaction of rehabilitation counselors, but the inclusion of mentoring is relatively nonexistent. Mentoring has been a proven method of workplace support that is related to and improves levels of job satisfaction and career motivation. With the percentage of persons with disabilities accessing vocational rehabilitation services increasing annually, it is imperative that the field of rehabilitation counseling retain qualified and competent rehabilitation counselors and minimize turnover (Andrew, Faubian, & Palmer, 2002).

Purpose of the Study

Research exploring the underlying processes and impact of successful mentorship is lacking within the field of rehabilitation counseling. The purpose of this study is to contribute to the understanding of the impact that mentoring has on several factors (e.g. career motivation and job satisfaction) related to turnover among rehabilitation counselors employed within state vocational rehabilitation agencies.

Among other areas, this study examines whether there were differences in levels of career motivation and job satisfaction among state mentored and non-mentored vocational rehabilitation counselors. This study also examined the differences in mentoring functions (e.g. psychosocial and career) received by VR counselors involved in formal or informal mentoring relationships relative to specific demographic characteristics. The relationships between functions of mentoring received by VR counselors and levels of career motivation and job satisfaction were also explored. Lastly, this study examined how involvement in a mentoring relationship impacts VR counselors' decision to leave or remain employed within state vocational rehabilitation agencies. Factors other than mentoring that impact counselor decisions to leave or remain were also identified. The objective of the present study is to begin to bridge the gap in existing literature by examining career motivation and job satisfaction as mediators of the relationship between mentoring and retention among state VR counselors.

Need for the Study

In an effort to address issues related to retention, exploration of methods that may improve rehabilitation counselor career motivation and job satisfaction are necessary. Researchers have identified potential issues for the field of rehabilitation counseling (Andrew, Faubian, & Palmer, 2002). The expected shortage of vocational rehabilitation counselors within state agencies over the next five years is a major issue and needs to be investigated by researchers. To address this issue, studies related to methods of keeping current VR counselors in the field are necessary (Dew, Alan & Tomlinson, 2008). There is a strong relationship between socialization and effective commitment to organizations (Dew, Alan & Tomlinson, 2008; Mitus, 2006). Therefore, exploring mentoring

relationships and the impact on the career motivation and job satisfaction of current vocational rehabilitation counselors will aid in the process of discovering what aspects can assist in the process of retention and keeping rehabilitation counselors employed within state agencies. The research questions to be addressed in the proposed study will include:

Quantitative Questions

1. Among mentored (formal or informal) and non-mentored state vocational rehabilitation counselors, what differences exist in their levels of career motivation and job satisfaction?
2. Are there differences in the functions of mentoring received by vocational rehabilitation counselors relative to specific demographic characteristics (i.e. race, gender, certification level, years in position, salary, caseload, and amount of time spent with mentor).
3. Are specific demographic characteristics (i. e. race, gender, years in position, caseload and agency) of state vocational rehabilitation counselors associated with the provision of mentoring?
4. What is the relationship between functions of mentoring received by vocational rehabilitation counselors and levels of career motivation and job satisfaction?
5. How does involvement in mentoring relationships impact vocational rehabilitation counselors' decisions to leave or remain employed within state vocational rehabilitation agencies?

Qualitative Question

6. What factors other than mentoring influence vocational rehabilitation counselor decisions to leave or remain employed within state vocational rehabilitation agencies?

There is a paucity of research literature available on the impact of mentoring relationships on counselors working within the state vocational rehabilitation system. Minimal literature has focused on the significance of mentoring for rehabilitation counselors (Fiest-Price, 1994; Viranyi et al., 1992). This study aims to increase attention to the retention needs that exist within state agencies and to highlight the value of mentoring relationships in addressing the retention rates of state VR counselors.

Increasing understanding of the impact of mentoring on levels of career motivation and job satisfaction of rehabilitation counselors is one innovative method of addressing retention issues within state VR agencies. To do this, there must be a clear definition of mentoring and other identifying variables that may be influenced by such relationships.

Definitions of Terms

The following terms are offered for clarification:

Retention. The number of employees that remain employed with a business or organization over a period of time. Employers often use systematic efforts to create and foster a work environment that encourage current employees to remain employed with their current organization.

Turnover. The voluntary, involuntary or other means of separation of an employee from a work establishment (Armstrong, Hawley, Blankenship, Lewis &

Hurley, 2008; Bureau of Labor Statistics). This separation includes variables that are and are not within the control of the employee (i.e. death, layoff).

Mentoring. The term mentoring has been defined in numerous ways. For the purpose of this study, mentoring is defined as “a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (Anderson and Shannon, 1988, p.40). Through this developmental process, opportunities are provided by a mentor to a protégé which, in turn, shapes the protégé’s career experiences (Kram, 1985).

Mentor. A mentor is defined as “...a senior, experienced employee who serves as a role model, provides support, direction, and feedback to the younger employee regarding career plans and interpersonal development and increases visibility of the protégé to decision-makers in the organization who may influence career opportunities” (Noe, 1988, p. 458).

Protégé. A less experienced employee who is trained and guided by a more experienced employee. Protégés receive diverse types of psychosocial and career-related support and assistance in advancing his/her career (Healy, 1997).

Mentoring Relationship. Types of mentoring relationships differ in several fundamental ways. They differ in terms of structure, initiation, length and milestones (Ragins, 2002; Ragins & Cotton, 1999). Formal mentoring relationships are developed, structured and endorsed by the employer and/or organization. Informal mentoring relationships are not managed or structured by organizations.

Mentor Functions. Mentors can provide two broad categories of mentoring functions: career functions and psychosocial functions (Day & Allen, 2004; Kram, 1985). These categories are supported by studies exploring the components of mentoring (Noe, 1988 & Day & Allen, 2004). Career functions of mentoring relationships provide feedback and guidance that assist the protégé in career advancement (Noe, 1988). Career functions include “sponsorship, coaching, exposure/visibility, protection and the provision of challenging assignments” (Day & Allen, 2004, p. 73). Psychosocial functions provide feedback and guidance related to interpersonal aspects of the relationship (Day & Allen, 2004; Noe, 1988). Such functions of mentoring relationships include role modeling, friendship, counseling and acceptance (Day & Allen, 2004; Kram, 1985).

Job Satisfaction. Job satisfaction is often considered a bidimensional element comprised of both intrinsic and extrinsic factors (Herzberg, Mausner, Peterson, & Capwell, 1957; Andrew, Faubion, & Palmer, 2002). For the purpose of this study, job satisfaction is defined as the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives (Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008).

Career Motivation. Career motivation is multidimensional construct comprised of three critical components: career resilience (CR), career insight (CI), and career identity (CID) (Day & Allen, 2004; London, 1983). Career resilience is having the skill to adapt to changing circumstances. It includes having characteristics such a positive belief in oneself and risk taking. Career insight is being able to develop clear and concrete career

goals while being realistic about the direction of one's career, strengths, and weaknesses. Career identity is how employees define themselves by the work that they do.

Assumptions and Limitations

This research study is the first to examine the relationship between mentoring relationships and factors (i.e. career motivation and job satisfaction) related to retention levels within the field of rehabilitation counseling. Only limited research has focused on whether mentorship and its impact across these variables can possibly impact retention levels. It is assumed that the survey instruments are able to capture perspectives of the mentored and non-mentored rehabilitation counselors involved in the study. The instruments were designed to be standardized methods of addressing functions of mentoring, career motivation and job satisfaction of workers. Questions regarding intent to leave, impact of mentoring and reasons for leaving or remaining in current position have not been validated by previous studies. However, the development of these specific questions was completed using relevant research literature and valid survey design techniques. Further limitations of the study are presented in Chapter 5.

Chapter II

Literature Review

Throughout, comprehensive information regarding mentoring will be provided. More specifically, the differences and similarities of mentoring and supervision will be discussed as well as the most common types and functions of mentoring relationships. Data will also be provided on the benefits of the various functions and types of mentoring. Background information on career motivation and job satisfaction as it relates to the mentoring process, retention levels and turnover within the workplace will also be provided throughout this chapter. Along with detailed information on general retention issues within the American workforce, literature on the current issues within state vocational rehabilitation agencies will be discussed. This in-depth literature review will support the need for and purpose of the study.

The inclusion of mentoring in this study is due to the empirical evidence that supports how mentoring can be a tool for improving career motivation and job satisfaction among employees. Despite apparent issues with retention levels and turnover in the field of rehabilitation counseling, minimal literature has explored the relationship between mentoring and retention levels as related to counselor levels of career motivation and job satisfaction. Mentors role model behaviors and provide valuable information that highlights most effective organizational practices and behaviors. The mentoring process can assist in increasing levels of career motivation and job satisfaction needed to help protégés progress in their careers (Kram, 1985; Allen, Eby, Poteet, Lentz & Lima, 2004).

Mentoring

History and Background

Over the last ten years, mentoring has become more widely recognized as an effective tool for increasing retention within the workplace. However, the question remains: What is this phenomenon called mentoring? It is not a new trend and can be traced back to ancient Greek mythology (Chao, 1997; Scandura & Pellegrini, 2007). Over two thousand years ago, the concept of mentoring was mentioned by Homer in *The Iliad*. As the adventurer Odysseus prepared to depart for the siege of Troy, he assigned a guardian, Mentor, to watch over his household. Over the next ten years, Mentor acted as a faithful and dependable advisor, friend, teacher, and surrogate father to Telemachus, son of Odysseus. This narrative is one of the first attempts to facilitate discussion on the concept of mentoring. Even today, individuals can identify a person who had a momentous impact on their learning and development. Such influences come “in many guises: teachers, bosses, coworkers, and friends” (Darwin, 2000, p. 197). For this reason, mentoring has become a major preoccupation of popular culture and educational discourse. Mentoring can take place in a variety of contexts as a driving force for transmitting knowledge, defining culture, supporting talent, and securing future leadership (Darwin).

With such a history, researchers have taken a vested interest in mentor-protégé relationships over the years, “mostly in corporate and academic settings and spanning a diverse set of research questions” (Paglis, Green & Bauer, 2006, p.451). This interest was inspired by the popularity of books and articles (e.g. *Seasons of a Man’s Life* and *Everyone Who Makes It Has a Mentor*) published in the late 1970s. The modern concept

of mentoring matured out of social learning theory. Social learning theory predicts the changes associated with the vicarious learning and development that transpires while a protégé is being guided and trained by a more senior or authoritative person. It emerges from two conventional relationships: youth/adult role model and apprentice/master. Both types of relationships involve a distinct level of learning and occupational development. Mentors may be directly involved "...as a guide, a tutor or coach, and a confidant" (Bolton, 1980, p.198). Further, mentoring interactions may become personal and suggest a type of support not often seen in a conventional apprenticeship relationship.

Researchers suggest that, in today's employment settings, the need for mentoring is greater than ever (Dougherty, Turban & Haggard, 2007). Organizations understand and appreciate the importance of technology in daily operations. People, however, continue to be the most important component of many organizations including the State Vocational Rehabilitation system. Rehabilitation counselors are in need of consistent professional and personal skill development for mastering the complex issues and changes of the work environment (Dew, Alan & Tomlinson, 2008). The overall complexity of "today's organizations, coupled with an increased emphasis on cost containment, makes mentoring an attractive, low-cost strategy for developing and keeping a skilled workforce" (Murray, 2001, p. 11). Organizations are also under a tremendous amount of strain from both external and internal entities "to maintain a competitive edge by increasing efficiency, reducing costs, and improving performance" (p.21). An ongoing point of interest is that of determining the benefits of mentoring and whether mentoring can be an effective tool in increasing retention levels among state vocational rehabilitation counselors. Before

addressing this pertinent issue, understanding mentoring and the types and functions of the relationship are imperative.

Concept of Mentoring

Mentoring involves a plethora of unique possibilities and experiences that impact the fundamental aspects of an organization and its impact- both internally and externally. Defining mentoring, however, has presented a challenge within the research literature because of a “lack of any one comprehensive, yet functional, definition” (Bogat & Redner, 1985, p.851). In addition, mentoring is a diverse process that is ever-changing and the definition of mentoring has taken on various forms and contexts over the years. Mentoring can be considered the “nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (Anderson and Shannon, 1988, p.40). Comparable definitions of mentoring have been used in other prominent mentoring research literature (e.g. Chao, 1997; Ragins & Cotton, 1991).

According to Noe (1988), “ The mentor is usually a senior, experienced employee who serves as a role model, provides support, direction, and feedback to the younger employee regarding career plans and interpersonal development and increases visibility of the protégé to decisions-makers in the organization who may influence career opportunities” (p.458). Mentors have often been theorized as those persons who rely on a deep knowledge base to educate and guide others (Swap, Leonard, Shield, and Abrams, 2001). These individuals are committed to providing support in an attempt to help remove barriers that may exist within an organization (Hunt & Micheal 1983; Kram, 1985).

Allen, Poteet, Russell, and Dobbins (1997) define mentors as "...persons usually considered as more experienced, who support, train, 'teach the ropes to' or sponsor others as they pursue their career goals. Although [the] boss, manager, and/or supervisor can be a mentor, usually a mentor does not have to involve a day-to-day formal supervisory relationship" (p.9). An individual whose welfare, training or career is promoted by an influential person is a protégé (Healy, 1997). The protégé is often seen as an achiever or one that is being groomed for advancement in the workplace by being provided specific opportunities and tools to excel beyond the limits of his or her position.

There is a distinct connection that exists between the mentor and protégé. Working together to complete specific goals is a major premise of the mentoring process. During this complex process of educating and guiding protégés, mentors assist in the personal and professional growth of the protégé. More specifically, researchers have found that mentors can assist with the transition process and skill development of employees within the world of work by simultaneously assisting in career growth and the encouragement of development and involvement outside the organization. Communication and feedback are central components of the process that assist the protégé and mentor in reaching set goals and developing meaningful relationships. The overall purpose of the relationship and how it develops are central components of the mentoring process.

Research Areas of Mentoring

Mentoring can occur at various life stages. Research on the concept of mentoring occurs in three major areas: youth mentoring, academic mentoring and workplace mentoring (Eby, Allen, Evans, Ng & DuBois, 2008). Kammeyer-Mueller and Judge

(2008) conducted a review of mentoring research in the PsycINFO database (1887-2007) and identified approximately 3,175 abstracts across these areas that referenced the terms “mentor”, “mentoring” or “mentorship”. The focus of these studies varied and included, among others, research studies that focused on differences between protégés and non-protégés’ career-related outcomes and perceived benefits of mentoring relationships for both the mentor and protégé. Even though the scale is much smaller, research on workplace mentoring is as diverse as the general mentoring research literature. According to Scandura and Pellegrini (2007), the vast majority of research on workplace mentoring has been published in the last 25 years. This increase in publications was after the works of Levinson, Darrow, Klein, Levinson, and McKee (1978) and Kram (1985). These seminal pieces of research were groundbreaking and set the tone for research that suggests that mentoring is an important factor in successful career development (Kram, 1985).

As highlighted, a significant amount of research has focused on the impact of mentoring on careers (Allen, Eby, Poteet, Lentz & Lima, 2004). Organizational development and benefits have also been an instrumental line of research within the mentoring literature. Along with theories of mentoring, research on the concept has been both relevant and instrumental in proving results that identify “practical findings relevant to individual and social needs” (Bozeman & Feeney, 2007). Researchers have great enthusiasm for investigating mentoring because this developmental process often results in positive and meaningful outcomes for the protégé (Paglis, Green & Bauer, 2006). This enthusiasm and implementation of research has not been in vain because an extensive amount of research has found relationships between mentoring and positive protégé

outcomes. Research studies have taken place in various contexts. A substantial number of studies, however, have taken place in business contexts.

As mentioned, research on mentoring in the workplace has focused primarily on career outcomes for protégés. Some of this research has consisted of cross-sectional field studies. Scandura and Pellegrini (2007) suggests that mentoring research must go “beyond showing association with career outcomes” and include “...more qualitative field studies in order to have a more holistic and an in-depth understanding of mentoring relations” (p. 83). Other research studies have included field experiments. For example, Seibert (1999) found that after one year of being involved in a formal mentoring program, participants reported higher levels of job satisfaction than those not involved in mentoring relationships.

It is difficult to identify when mentoring research began. However, literature would support that Kram’s dissertation and subsequent work provided the foundation for the beginning of comprehensive mentoring research. Mentoring has also been studied from various research directions (Chao, 1997). These directions include exploring the phases of mentorship (Kram, 1983; Noe, 1988), outcomes of mentorship (Allen & Eby, 2007; Chao, Walz, & Gardner, 1992; Scandura, 1992) and functions served by the mentor (Chao, Walz & Gardner, 1992; Noe, 1988).

Phases of mentoring are important because of the developmental process that occurs throughout each of the phases. Kram (1983, 1985) was the first to propose and define the four phases of mentoring: Initiation, Cultivation, Separation, and Redefinition. The Initiation phase usually occurs during the first six to twelve months. During this time the mentorship forms. According to Chao (1997), “through initial interactions that

involve junior and senior organizational members, a prospective protégé begins to respect the competence of a potential mentor...” (p. 16). Further, the potential mentor begins to notice the protégé and believes that he or she deserves guidance and coaching. As the relationship becomes more powerful and strengthens, it transpires into the Cultivation phase. Depending on the nature of the relationship, this time period can last from two to five years. The protégé and mentor “learn more about each other’s capabilities and optimize the benefits of participating in mentorship” (Chao,1997, 1997, p.16). Mentoring functions (i.e. psychosocial and career) are maximized during this phase. The Separation phase is characterized by the breaking apart of the relationship (for positive or negative reasons). Depending on the nature of the relationship, this phase can generally last from six to twenty-four months. This process is both a physical and psychological separation for the protégé and mentor. Further, it can evoke a number of emotions, including anxiety, defiance, or stress (Chao, 1997). The Redefinition phase terminates the mentoring relationship. The mentor-protégé relationship becomes more of a “peer like friendship” (p.16). This period has no specified length. It has been suggested that career functions usually emerge first in the development of the mentoring relationship (Kram, 1985). As the protégé and mentor progress through the phases, psychosocial support becomes more essential and valuable to the protégés (Chao, Walz, Gardner, 1992).

Types of Mentoring Relationships

Chao, Walz, and Gardner (1992) highlighted that traditional forms of mentoring include formal and informal types with the majority of individuals involved in informal mentoring relationships (Clutterbuck, 2004; Noe, 1988; Phillips-Jones, 1983). Informal relationships are not managed or structured by organizations and often develop as a result

of common interests, respect and admiration that usually transform into the sharing of more interpersonal information as well as career-related issues (Noe, 1988). In comparison to informal mentoring, formal mentoring relationships are developed, structured and endorsed by the organization. According to Chao, Walz, and Gardner (1992), formal mentoring programs may include specific requirements that are often decided upon by an organization or committee that develops and implements the mentoring program. These programs are often analogous to concepts or principles of blind dates or arranged marriages.

To highlight the differences and similarities of the two types of mentoring, examples of characteristics of design, allocation, selection, monitoring, communication, connection and commitment have been included from the research literature (Table 1).

To highlight that not all mentoring relationships are the same, further analysis of differences and similarities that exist within relationships is imperative. According to Ragins and Cotton (1999) there are two major areas of difference between formal and informal mentoring relationships: career guidance and psychosocial support. Informal mentoring relationships are more likely to provide a higher level of coaching, counseling, social interaction, role modeling and friendship for the protégé. Further, protégés are more likely to have visibility in the organizations if involved in an informal mentoring relationship. Formal mentoring relationships often last less than a year. In comparison, informal mentoring relationships may last for many years. Therefore, the mentor and protégé have more time to develop a much more effective and beneficial mentoring relationship (Ragins & Cotton, 1999). Even though formal mentoring programs last for a designated amount of time, some may continue after the end of the program (Noe, 1988).

Table 1

Characteristics of Formal and Informal Mentoring Relationships

Characteristic	Formal Mentoring	Informal Mentoring
Design Structure	Pre-determined length of time in the relationship	Often relationships last for an extended period of time
Assigning of protégé to the mentor	Allocated by the organization	Usually formed spontaneously
Selection process	Little or no involvement of employee in the selection of mentor to protégé	Voluntary, often based on mutual professional identity and respect
Monitoring procedures	Monitored in terms of expectations and goals attainment	No formal monitoring
Communication process	One-way communication from mentor to protégé	Communication takes place in an informal manner
Status of each person in the relationship	Inequality of status	Still hierarchical status but communication less formal
Mentor connection with protégé	Sometimes lack of connection occurs	More personal connection of protégé to mentor through coaching, counseling, and role modeling strategies

This suggests that the interpersonal benefits in addition to job-related information can transpire from the formal mentoring experience. Whether formal or informal, the same general principles apply to the relationship regardless of the type of mentoring

received by protégés (Clutterbuck & Ragins, 2002). Both the protégé and the mentor have a shared responsibility to manage the relationship effectively.

All mentoring relationships are not created equal. The quality of mentoring relationships and their effectiveness fall on a continuum that may vary across formal and informal mentoring relationships. Ragins, Cotton and Miller (2000) found that “the quality of the relationship has a greater impact on protégé work and career attitudes than the presence of a mentor, the type of relationship, or the design of the mentoring program” (Clutterbuck & Ragins, 2002, p. 45). Therefore, it can be that the type of relationship is important but the nature or quality of the relationship can be critical to an employee’s experience within an organization.

Even though the popularity of formal mentoring programs has skyrocketed, there continues a debate on the value, use and overall effectiveness of formal mentoring relationships (Clutterbuck & Ragins, 2002). A significant number of formal mentoring programs are developed and implemented to replicate the overall benefits of informal mentoring relationships (Burke & McKeen, 1989; Clutterbuck & Ragins, 2002). As mentioned, the benefits of informal mentoring programs are lucid: researchers have concluded that employees with informal mentors tend to have higher levels of upward mobility and advance at a faster pace than their non-mentored counterparts (Clutterbuck & Ragins, 2002; Ragins & Cotton, 1999). More specifically, among diverse employees (i.e. women and persons of color) informal mentorship has been viewed as a necessary tool for advancement in the workplace. For example, in a national study, approximately 91% of the 461 top ranking female executives surveyed had one or more informal mentoring relationships during their careers; participants highlighted mentoring as an

important factor in their ability to break through the glass ceiling (Ragins, Townsend & Mattis, 1998).

The nature of the mentoring relationship stems from the communication styles, needs, and personality of the parties involved. As shown in Figure 1, hierarchies still exist in informal mentoring relationships. Nevertheless, as the name indicates, it is less formal thus providing direction, support, and insight (Debolt, 1992).

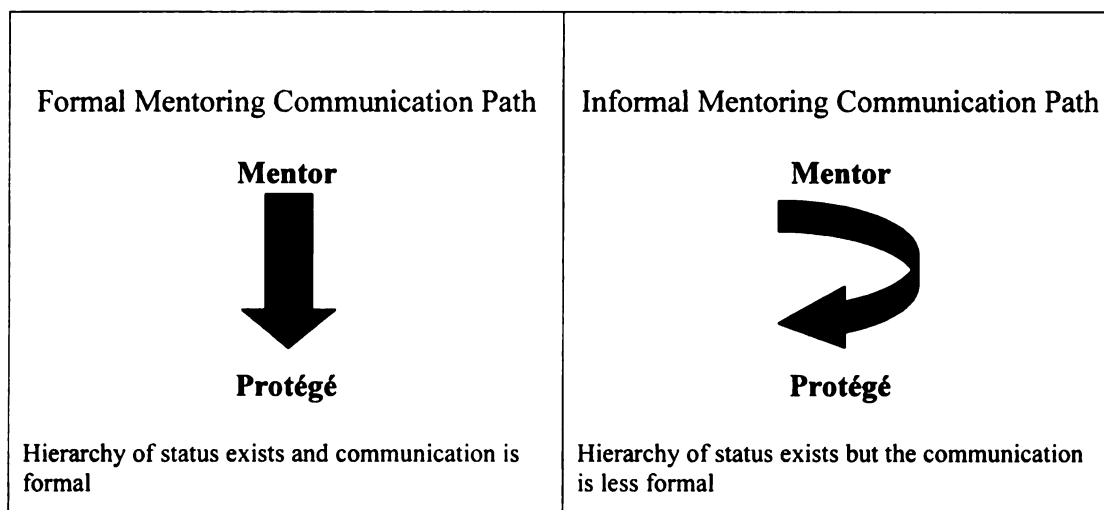


Figure 1. Directional Patterns of Formal and Informal Mentoring Communication Paths

As discussed, formal and informal mentoring programs are unique in nature. Among other areas, similarities and differences exist in the structure, purpose and duration of the relationships (Ragins, Cotton & Miller, 2000). Informal mentoring usually occurs spontaneously while formal relationships are structured by organizations. The amount of studies focusing on formal mentoring has increased. Empirical studies on

informal mentoring, however, are more prevalent within the research literature (Ragins, Cotton & Miller).

Functions of Mentoring

Mentoring relationships have been shown to provide two distinct functions for the protégé: career functions and psychosocial functions. These functions were initially defined by Kram (1985) and have been extensively explored by and supported by researchers (Allen & Eby, 2007; Chao, Walz & Gardner, 1992; Ragins & Cotton, 1997; Scandura, 1998). Further, these two functions have been the subject of subsequent measurement and validation work (Noe, 1988). Studies exploring the dimensionality of mentoring provide support for the existence of career and psychosocial functions.

Career functions are directly related to assisting the protégé with career advancement. These functions include providing a protégé with opportunities for increased exposure and visibility within an organization, sponsorship, coaching and challenging assignments (Chao, 1997). Psychosocial functions, however, focus more on the personal aspects of the protégé that influence the protégé's self image and competence. Mentors providing psychosocial functions usually have an emotional bond with the protégé and provide role modeling, counseling, friendship and confirmation. According to Paglis, Green and Bauer (2006), psychosocial functions "contribute to the protégé's sense of competence, confidence, and effectiveness in his or her role" (p.457). Several researchers have since explored these two distinct functions and have found other factors to describe mentoring functions (e.g. role modeling). Career and psychosocial functions, however, continue to be the two most widely studied functions of mentoring relationships.

Although different in nature, both functions can be beneficial to protégés. “Kram (1985) suggests that the greater the number of functions provided by the mentor, the more beneficial the relationship will be to the protégé” (Noe, 1988, p. 459). In support of this, Chao (1997) highlighted three seminal research studies that examined relationships between mentoring functions and outcomes. First, Scandura (1992) examined the relationship between functions of mentoring and career mobility. Findings suggest that among participants, vocational (career) and social support (psychosocial) functions were positively related to promotions and salary. Secondly, the relationship between Kram’s mentoring functions and career outcomes was examined. Among the engineers and managers that participated in the study, the researchers found “a significant canonical correlation between the two functions and job/career satisfaction, socialization, and salary” (Chao, 1997, p.17). Furthermore, a strong relationship was found between career-related functions and outcomes of intrinsic job satisfaction. Lastly, in a study on British employees during their sixth month of employment, researchers measured the two mentoring functions (Orpen, 1995). Career functions and the outcome measures (i.e. promotion and salary growth) were significantly correlated. However, the correlations between personal (psychosocial) mentoring functions and outcomes were not significant.

As stated, career functions (e.g. coaching, exposure, visibility, protection, challenging assignments) are geared more toward an organization and the individual’s career. Psychosocial functions are focused more on the personal aspects such as the emotional bond between a mentor and protégé. Research findings support significant relationships between functions of mentoring and employee outcomes. Subsequently, organizational rewards for protégés who receive career-related mentoring functions tend

to be higher. These rewards can be interpreted as benefits of mentoring. Chao (1997) reported that “psychosocial and career-related functions can be viewed as first-level outcomes of mentorships” (p. 18). It was suggested that these two functions of mentoring can influence employees to experience other beneficial organizational outcomes. Confidence, effectiveness and competence are often enhanced by participation in mentoring relationships that function to meet the career and psychosocial needs of the protégés.

Benefits of Mentoring

Participation in mentoring relationships is a unique experience. As discussed, there has been extensive research regarding the functions provided by mentors and variations in the purpose and extent of both informal and formal mentoring programs within organizations. Mentoring relationships are powerful and can be beneficial for the mentors and protégés as well as organizations. To reap the benefits of being involved in mentoring relationships, it is essential that participants devote time, provide experience and learn to trust. The incentive for infusing these factors in the relationship is the possibility for a lasting bond between the parties involved and a beneficial experience for the protégé and mentor.

The initial motivation for investigating the mentoring process within vocational settings surfaced because of the popular belief that support and nurture are related to positive employee outcomes. These potential benefits can be classified into two broad categories: objective career outcomes (e.g. compensation and promotion) and subjective outcomes (e.g. career success, job satisfaction and career motivation). Researchers have found positive relationships between mentoring and promotion (Fegenson, 1989; Lyness

& Thompson, 2000), job satisfaction (Baugh, Lankau & Scandura, 1996), and overall commitment to an organization (Scandura, 1997). Further, involvement in mentoring relationships can include benefits such as increased promotions for employees, higher salaries, greater influence, increased opportunities and increased satisfaction (Allen et al. 2004; Chao, Walz, & Gardner, 1992; Scandura, 1992). With the potential benefits of mentoring relationships for protégés, organizations often encourage employees to seek out a mentor. According to Douglas and McCauley (1999) there has also been an increase in organizational advising of individuals to engage in mentoring relationships between organizational members (i.e. employers at the same company).

In a study conducted in the late 1970s, approximately 1,200 prominent men and women executives were surveyed to determine factors contributing to their success at an international management consulting firm (Roche, 1979). Of those surveyed, two-thirds reported having had a mentor. Researchers found that “executives who have had a mentor earned more money at a younger age, ...are happier with their progress, and derive greater pleasure from their work” (p.15). This trend of success among protégés, specifically women employees, has also been found in related research (Burke, McKeen & McKenna, 1994; Evans & Cokley, 2008).

Organizations can also benefit from employee involvement in mentoring relationships. Research suggests that mentoring can assist in the socialization and acculturation of employees (Hunt & Michael, 1983; Kram, 1983). For example, productivity and increased teamwork are often boosted by mentor-protégé relationships (Murray, 2001). Mentoring, whether formal or informal, has the potential of improving business knowledge and work place relationships. Protégés

who are highly committed to their organization and coworkers are also less likely to leave their current job. Therefore, one of the greatest benefits of mentoring is its possible impact on reducing employee turnover. The growth and development that occurs within formal and informal relationships can provide organizations with leadership talent; this leadership comes both from the mentor and the protégé. Improvement within the organization occurs at various levels, thus making the organizational culture better and stronger. For example, the Office of Vocational Rehabilitation (OVR) in Kentucky has a formal mentoring program, and feedback from participants suggests that the program has helped to increase leadership succession and counselor knowledge. This leadership development and increased knowledge can aid in creating a positive working relationship between the counselor and consumer, thus increasing the opportunities for increased customer satisfaction and successful employment outcomes. This underscores that employees as well as the organization and consumers can benefit from mentoring in state vocational rehabilitation agencies. Done correctly, mentoring can be an effective, motivating tool for staff members and the organization as a whole. Involvement in an effective mentoring relationship creates the opportunity for lessons to be learned. Ultimately, when initiated appropriately, all participants walk away from the experience with a different level of understanding and insight than when the relationship began.

Differentiating Mentoring from Supervision

According to Hebert and Trusty (2006), clinical supervision within the field of rehabilitation is a critical undertaking “designed to assess, intervene, and improve

professional competence of counselors” (p. 66). Furthermore, clinical supervision assists in developing more competent rehabilitation counselors to better serve consumers in achieving successful rehabilitation outcomes. As highlighted by Herbet (2004) and Stebnicki (1998), the focus of supervision is to enhance the critical thinking skills, psychosocial involvement, and case conceptualization as related to disability issues. In relation to other fields, clinical supervision within rehabilitation counseling is distinctly different. For example, supervisors within the field of rehabilitation counseling may monitor interactions between the counselor and employers to better offer ideas for successful partnerships as well as provide feedback on how to address the service needs of consumers.

Effective clinical supervision is important because it assists in the development of competent and skilled rehabilitation counselors. It also has an impact on the turnover rate, work dissatisfaction, and counselor stress and self-doubt. With the potential for positive and negative factors, Holloway (1997) stressed that supervision is also an “influential component of counselor skill development” (Bernard & Goodyear, 1998, p.159).

In comparison to supervision, mentoring is “associated with recycling of power within workplace relationships” (Darwin, 2000, p.203). Protégés often prefer powerful individuals within the organization to serve as mentors (Darwin, 2000). Further, mentors often hold power until the protégé has developed the skills to be more independent. During this period of growth and one’s strive toward independence, mentors provide a glimpse and modeling of what it means to have power; this removes some of the mystery for protégés (Darwin, 2000). This recycling of power is founded on the theory that mentoring is a “power-dependent, hierarchical activity, which initiates the protégé and

renews the mentor” (p. 203). In supervision, however, there may never be a shift or consideration of a need for a shift in this dynamic of power.

Mentoring of a subordinate can be beneficial for all stakeholders. Due to the dynamics of the relationships and potential for significant career impact, it is understandable that conflict exists within the mentoring paradigm. More specifically, protégés may be operating from a frame of reference where they expect a certain level of loyalty. This is often above and beyond what might exist if the relationship was predicated solely on positional power. Positional power can create a disconnect when it is used to direct actions. In some cases, the supervisor’s responsibility is to assess the job performance of supervisees and not manage the individual’s career. A mentor’s relationship with a protégé, of course, is not at all involved with performance assessment. Further, Allen, Poteet, Russell, and Dobbins (1997) suggests that mentors are usually categorized as individuals who are “...more experienced, who support, train, ‘teach the ropes to’ or sponsor others as they pursue their career goals. Although [the] boss, manager, and/or supervisor can be a mentor, a mentor does not have to involve a day-to-day formal supervisory relationship” (p.9).

Despite these differences, mentoring and supervision are often used interchangeably. These relationships are far from being exclusive of one another and, in many aspects, can be complementary (Johnson, 2007). Further, the differences between mentoring and supervision can be unclear and confusing to employees and organizations. Mentoring relationships often expand outside the place of employment whereas supervision is often a relationship that occurs during normal work hours (Mill, Francis, Bonner, 2005). Mentoring provides a “concerted emphasis on support, encouragement,

advocacy and connection” (p.260). According to Bernard and Goodyear (2004), supervision usually includes a specific mandate for evaluation and gatekeeping. Supervision relationships include varied roles such as expert, coach, role model and evaluator. In addition, supervisory relationships always include a component that focuses specifically on the quality of care being provided to the consumer something that may be missing from mentoring relationships. Both mentoring and supervision are based on developing a strong sense of reciprocity and responsibility. Table 2 provides information on the similarities and differences that often exist between the contexts, time, reporting, level of commitment and outcomes of mentoring compared to supervisory relationships.

Table 2

Characteristics of Mentoring and Supervisory Relationships

Characteristics	Mentoring	Supervision
Context	Often occur outside the immediate work environment	Often occur within the work setting, but away from the immediate work area
Time	Time-frame (specified or non-specified) with a progression of relationship phases	Time-frame with a progression of relationship phases
Relationship Reporting	Confidential discussions; minimal, if any, reporting on the relationship status; no formal ethical principles	Confidential discussions; minimal reporting on relationship status; guiding ethical principles
Level of Commitment	Varied levels of commitment; may require a time commitment outside of the work setting	High level of commitment; usually conducted within working hours; may require a time commitment outside of the work setting
Outcomes	Broader outcomes; include improved clinical practice, psychosocial development, career progression and personal achievement	Improved clinical practice; independence

Retention

Since the passage of the 1992 amendments to the Rehabilitation Act of 1973, the recruitment and retention of qualified vocational rehabilitation counselors has been a major focal point of researchers within the field of rehabilitation counseling. This important act required that state vocational rehabilitation agencies establish standards for service delivery personnel. These standards had to be in line with the national and state

approved standards as well as recognized licensing and certification boards (Dew, Alan & Tomlinson, 2008). With the changes in the American workforce, it has not been an easy task to retain qualified workers. After polling 281 fast growth firms in 2006, approximately 20% reported that “the single most important challenge of the year was finding and retaining qualified employees” (Dew, Alan & Tomlinson, 2008). As shown, this critical issue is present in the general American workforce, but is of most importance within the state VR counseling agencies because of the increased shortage of VR counselors and issues in recruiting qualified rehabilitation counselors. These issues have become of utmost important within many state vocational rehabilitation agencies.

Several themes have been identified as issues related to retention within state VR counseling agencies (Dew, Alan & Tomlinson, 2008). One factor related to the retention, both within the state VR system and general workforce, is generational differences among employees (Dew, Alan & Tomlinson). The sociology of workplace generations has significantly impacted the retention rates of state VR agencies. According to Strauss and Howe (1991), generational membership occurs when individuals have a common cultural experience. With the vast diversity of these groups, it is vital that all generations be considered separate entities, with deference paid to the differences that make each unique. Careful consideration and strategic planning to address issues related to the generational differences that exist within state agencies is vital to addressing the issue of retention. Understanding the unique needs of the various generations (e.g. levels of autonomy, opportunities for advancement, pay, support) are a few factors that will aid in this process. Regardless of the current generational milieu, state agencies should develop and implement programs to ensure that these needs are understood and addressed

appropriately actively developing key competencies. By doing so, it can assist in improving factors related to retention including job satisfaction and career motivation.

With shifts in the organizational structure and needs of state vocational rehabilitation counselors, state VR agencies must have strategic plans of action to retain existing staff. Much is known about state vocational rehabilitation counselors and strategies to retain them. Mitus (2006) emphasized that there is strong evidence linking socialization in the workplace and commitment. Specifically, orienting employees to a new work environment or changes within an organization is important. It is vital that this socialization process be related to the goals of employees as well as the organization.

Retention and the relationship that exist between levels of career motivation and job satisfaction are not present in the rehabilitation literature. This study assists in developing a line of research in this area. This study provides concrete findings that will add to training and retention programs that are currently in place at state VR agencies.

Turnover

Any movement of individuals in and out of an organization can be considered turnover (Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008). This definition, however, has evolved from early definitions that referred to the phenomena of employees voluntarily resigning from a position or quitting a job (Mobley, 1997). According to the Bureau of Labor Statistics, turnover is defined as the separation of an employee from an establishment. This separation may be classified as voluntary, involuntary, or other (Armstrong et al., 2008) Turnover is caused by circumstances that are “within control of the employee and those that are not within control” (e.g. death, layoff, termination due to lack of performance) (Armstrong et al., 2008, p.23). Patterns of high job turnover,

burnout and low levels of job satisfaction are often shown in studies exploring the recruitment and retention issues within the field of rehabilitation counseling. More specifically, per rehabilitation facility, the cost related to personnel turnover is \$164, 908 per year (Barrett, Riggan, Flowers, Crimando & Bailey, 1997). Coupled with this cost, ensuring that qualified rehabilitation counselors are available to serve the increased number of consumers accessing vocational rehabilitation counseling services is a major concern. This issue of turnover is distressing and needs to be addressed using diverse methods.

An employee's intention to leave his or her current position is a good predictor of actual turnover (Layne, Hohenshil & Singh, 2004; Armstrong et al., 2008). Specifically, this intention to leave often occurs before the decision to leave is voiced by an employee (Mobley, 1977; Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008).

Characteristics of workplace or position (i.e. management, policies/procedures, job satisfaction/dissatisfaction) and individual characteristics (i.e. commitment, coping, stress) may influence an employee's voluntary decision to remain or leave. Researchers found that roles experienced by rehabilitation counselors are important when explaining turnover. Lack of advancement can also lead to increased intention to leave one's current position (Layne, Hohenshil & Singh).

Amongst other factors, retirement is an important factor in the turnover rate of rehabilitation counselors. Chan (2003) reported that a significant amount of counselor (45%) and supervisor (80%) replacement would be due to retirement. Further, data on the chronological age of the current rehabilitation workforce suggested that about 15% of state vocational rehabilitation counselors will be expected to retire over the next five

years. Data also suggested that 25% of the counselors will be leaving their position with state agencies for reasons other than retirement. Again, salary, lack of autonomy in the decision making process and amount of time with clients were a few of the major reasons that accounted for why these counselors left or were planning to leave their positions. These findings are consistent with previous recruitment and retention research studies (Chan, 2003). Keeping a strong workforce can assist in improving the vocational rehabilitation system. Such a workforce “directly affects the ability to deliver comprehensive services to individuals with disabilities” (Armstrong, Hawley, Lewis, Blankenship & Pugsley, 2008, p.42).

Job Satisfaction

Job satisfaction has been a popular construct within the literature. Within the organizational and industrial psychology research, job satisfaction studies date back to the 1920's (Armstrong, Hawley, Blankenship, Lewis, & Hurley, 2008; Balzer, Kilm, Smith, Irwin, Bachiochi, Robie, Sinar, & Parra, 2000). Researchers have often described job satisfaction as how content an individual is with his or her particular job. According to Locke (1969), job satisfaction is regarded as a state of pleasure gained from applying one's distinct values to a job. Spector (1997) suggests that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job” (p.2). It is primarily viewed as a construct that describes how pleased an individual is with his or her job. All types of factors can influence level of job satisfaction. These factors include but are not limited to level of pay and benefits, quality of working conditions, social relationships, and the overall job itself.

Job satisfaction is often considered a bidimensional element comprised of both intrinsic and extrinsic factors (Herzberg, Mausner, Peterson, & Capwell, 1957; Andrew, Faubion, & Palmer, 2002) where intrinsic factors (e.g. work itself, recognition, achievement) have been categorized as “motivators” or satisfiers while extrinsic factors (e.g. working conditions, coworkers, compensation) have been considered as “dissatisfiers”. Increased satisfaction occurs when positive extrinsic factors are present. The same is true when positive intrinsic factors exist for the employee. Research related to job satisfaction is present in a diverse sector of fields. Nevertheless, job satisfaction associated with state vocational rehabilitation counselors emerged from various fields including vocational rehabilitation, marketing, management, occupational health, and human resources (Andrew, Faubion & Palmer, 2002). Several researchers have suggested that job satisfaction is negatively correlated with turnover but not to a degree where a predictive model can be created (Mobley, 1982; Mobley, Griffeth, Hand, & Meglino, 1979).

In reference to rehabilitation counselor satisfaction and intrinsic and extrinsic job factors, a significant amount of research has been conducted regarding the relation between the two areas (e.g. Szymanski & Parker, 1995; Wright & Terrian, 1987). Citing an earlier study, Andrew, Faubion, and Palmer (2002), discovered that “...an approximately equal number of intrinsic and extrinsic factors identified with aspects of the job that were considered ‘good’ by rehabilitation workers. Extrinsic factors, on the other hand, accounted for most of the aspects of the job that were considered ‘bad’.

Wright and Terrian associated Herzberg's extrinsic factors with Maslow's lower-order

needs. Until these lower-order needs are met, higher-order needs, as reflected in intrinsic factors, cannot be met” (p. 224).

Job satisfaction is an important area of study because of the changing demographics within American society. Approximately 20 to 30 percent of absenteeism or turnover is related to job satisfaction (Faubion, Palmer, Andrew, 2001). In a study by Wright and Terrian (1987), participants reported that reasons including intention to quit and attempts to change jobs were negatively correlated with job satisfaction. The study indicated that rehabilitation practitioners expressed higher job satisfaction in relation to the intrinsic aspects of their jobs. Rehabilitation counselors also appear to endorse that the most satisfying facet of their job was assisting their consumers in improving their quality of life through a diversity of means (Garske, 1999). Alternatively, counselors that have expressed dissatisfaction attributed their dissatisfaction to the bureaucracies and restrictions within their agencies, extensive amounts of paperwork, and with working conditions (Garske, 1999).

People spend a great deal of their lives at work. Gaining an understanding of components involved in job satisfaction is relevant to improving the well-being of today’s workers. A central reason for investigating job satisfaction levels may increase productivity and reduce the rate of attrition among state vocational rehabilitation counselors.

Job satisfaction depends on the diverse characteristics of workers. For example, not all workers desire jobs for personal fulfillment but rather acquire satisfaction through financial gain. Thus, satisfaction is often viewed as a function of the relationship between the work environment and the individual’s needs (Lofquist & Dawis, 1969;

Osipow & Fitzgerald, 1996). It represents the employee's assessment of the degree to which the work environment fulfills intrinsic. More specifically, this level of job satisfaction is directly related to the Theory of Work Adjustment (TWA). The TWA suggests that work is the interface between an employee and a specific work environment. This interaction has requirements of each other. For example, vocational rehabilitation agencies may require that counselors have a certain percentage of successful closures/outcomes per quarter. Further, the rehabilitation counselors may expect a certain level of autonomy and support as they work toward completing job requirements. The adjustment requires a balance between the tasks to be performed and employee skills to perform the tasks. Further, if an employee is able to discover a fit between the work environment and his or her personality, job satisfaction leading to job tenure occurs. Two major indicators of work adjustment are the organization's satisfaction with the employee and the amount of employee's satisfaction with the work environment or organization. Again, satisfaction is important because it is a critical factor to why an employee may choose to remain employed with an agency or why the agency decides to retain the individual.

Historically, gender has been analyzed to identify differences in relation to perceived job satisfaction. In a study conducted by Haynes (1983), the differences in job satisfaction between male and female administrators was observed in a large human service agency. Men reported more job satisfaction than women in the area of working conditions and relationships with colleagues and supervisors. Women, however, reported equal or higher levels of job satisfaction in the area of general organizational components (e.g. work, pay, potential for growth). Researchers suggest that past and present-day

societal expectations have an impact on job satisfaction among women workers (Andrew, Faubion, & Palmer, 2002; Osipow & Fitzgerald, 1996). Factors such as stabilizing work and home obligations may cause more stress for women than what is experienced by their male counterparts. Therefore, experiences of job satisfaction may be relatively different for female workers during their tenure at an organization. This finding may be, in part, due to different expectations of mentoring relationships in the workforce and the impact mentoring has on job satisfaction.

Job Satisfaction and Mentoring

As discussed, job satisfaction among rehabilitation counselors is considered important because of the relationship it has with turnover. Several researchers have explored the job satisfaction of rehabilitation counselors in relation to elements such as work motivation, job performance and self-reported perception (Faubion, Andrew, & Palmer, 2001; Szymanski & Parker, 1995, Wilkinson & Wagner, 1993). Rehabilitation counselors appear to be generally satisfied with their work. For example, Garske (1999) reported that approximately 86.2% of the rehabilitation counselors from Ohio involved in the study was satisfied or very satisfied with their work. Decreasing levels of turnover have been linked to providing support (e.g. mentoring) within the workplace. This support helps to create a level of satisfaction (i.e. intrinsic and extrinsic) with the job. As with other factors, however, it is difficult to generalize the importance of mentoring on the job satisfaction of workers. Nonetheless, mentoring and job satisfaction has been discussed in the research literature (Chao, 1992; Fagenson, 1989). Cuesta and Bloom (1998) examined whether past mentoring experiences affect the job satisfaction of nurses. Their findings suggest that mentored nurses in management positions have higher levels

of job satisfaction than their non-mentored counterparts. Career functions of the mentoring relationship were also shown to be more important to the participants than psychosocial functions. In a variety of fields, researchers have found a significant correlation between job satisfaction and the overall quality of the mentoring relationship (Kammeyer-Mueller & Judge, 2008; Mobley, Jaret, Marsh & Lim, 1994).

Research literature on the relationship between mentoring and job satisfaction in the field of rehabilitation counseling is nonexistent. As discussed, past research has looked specifically at job satisfaction and its relationship to counselor motivation and decision to leave or remain employed with a state agency (Szymanski & Parker, 1995; Wright & Terrian, 1987). This study opens a line of research addressing issues of retention and turnover as they relate to mentoring and its impact on the job satisfaction of state vocational rehabilitation counselors.

Career Motivation

Motivation is often utilized to provide an explanation for behaviors and decisions that cannot be explained by skill alone. London (1983) suggests that “motivation is concerned with the direction, arousal, amplitude, and persistence of an individual’s behavior” (p. 620). In reference to the world of work, career motivation “applies motivation theory to understanding career plans, behaviors and decisions” (London, 1983, p. 55). Career motivation can be narrow because the construct may not take into account individual characteristics and decisions relevant to one’s career. It is often referred to as motivation to do a current job. London (1983) defined this construct as a multidimensional element consisting of three key domains: career insight, career resilience and career identity. The domains can be simplified by understanding the

relationship that exists between career insight, career resilience and career identity and trait-factor theories. Holland, for example, suggest that decisions related to career are influenced by the capacity to cope and deal with workplace barriers, need for reassurance from others and vocational identity (Holland, 1985). The three central domains have been tested and used in strong, empirical research (Day & Allen, 2004; London, 1983; London & Noe, 1997). However, London's three central domains should not be regarded as the complete representation of career motivation (London & Noe, 1997).

Career insight is being able to develop clear and concrete career goals while being realistic about the direction of one's career, strengths, and weakness (Day & Allen, 2004; London, 1983). Further, it has been described as "the extent to which the person has realistic perceptions of him or herself and the organization and relates these perceptions to career goals" (London, 1983, p.621). Having a firm understanding of one's own strengths and weaknesses (i.e. self knowledge) is an essential part of career insight. Employees with a strong foundation of career insight can establish "clearer career goals and [again] know[s] one's strengths and weaknesses" (London & Noe, 1997). Conceptually, career insight relates to Super's (1963, 1957) vocational self-concept crystallization.

Career resilience is having the skill to adapt to changing circumstances. It includes having characteristics such a positive belief in oneself and risk taking. It is considered to be the foundational element of career motivation (Day & Allen, 2004). As stated by London (1983), career resilience is "resistance to career disruption in a less than optimal environment" (p.621). An employee's ability to adapt to changing circumstances is a critical part of career resilience. It assists employees in accepting job and

organizational changes, looking forward to working with new and different people, having self-confidence and being willing to take risks. Further, career resilience is often linked to personality characteristics of employees. It originates from the concepts of self-efficacy (Bandura, 1977), hardiness (Kobasa, Maddi & Kahn, 1982), and motivation of achievement (McClelland, 1985). Researchers have related career resilience to maturity. “Individuals who are high in career maturity make career decisions in a way that demonstrates involvement, decisiveness, independence, task orientation and willingness to compromise between needs and reality” (Priyabhashini & Krishnan, 2005, p. 484). In relation to satisfaction, work adjustment depends on the level of interaction between an individual’s abilities and requirements and between reinforcers and needs. However, career resilience depends on perseverance, flexibility and reactivity to workplace situations and cultures (Priyabhashini & Krishnan, 2005).

Career identity is the degree to which people define themselves by their work and by the organization for which they work (Day & Allen, 2004). It involves the degree to which they immerse themselves in activities related to their job and the organization, work hard, view themselves as a professional or technical expert and express pride in their employer. It has also been tied to employee work and organizational commitment.

In motivational terms, career identity is the direction of motivation; insight is the energizing or arousal component of motivation that encourages involvement in career planning and career decisions; and career resilience is the maintenance or persistence component (Noe, Noe & Bachhuber, 1990).

Researchers in the business and psychology discipline have played an intricate part in investigating the role of motivation and its impact on the workplace and

employees. Others have suggested that motivation is a major cause for career-related decisions and the relationship between mentoring and career motivation (Colarelli & Bishop, 1990; Day & Allen, 2004). The overview of the motivation research highlights that there has been and continues to be an interest in and need for research regarding career motivation. However, there is a significant gap in the literature on research of career motivation within the field of rehabilitation counseling. Specifically, there is paucity of literature that examines career motivation and issues related to mentoring and retention levels. With the focus on motivation taking flight over the last 18 years (Triandis, 2004), there is a level of understanding of the absence in rehabilitation literature. Discussion was therefore limited to the introduction of career motivation as it relates to mentorship and retention levels within the field of rehabilitation counseling. Career motivation is an indispensable component for individuals as they move forward in their career. Motivation can be that driving force to aid in overcoming problems that may have previously been in one's way.

Several ideas have been generated on how to successfully develop, support and enhance career motivation (Day & Allen, 2004; London, 1990). To increase career motivation employees should be presented with constructive and positive reinforcement for high-quality performance, provided chances for goal-attainment and receive support for personal and professional skill development (Day & Allen, 2004). One barrier of explaining levels of motivation is that it is a construct that is difficult to measure in an objective manner. Research and personal experiences may provide examples of people who are highly motivated (e.g. Bill Gates, Barack Obama). However, what factors indicate that such individuals are more motivated than some else (e.g. coffee shop owner,

social worker)? There is no universal measure for motivation. It varies from population to population and is impacted by societal and ethical influences (Maslow, 1987). Maslow stated that “human beings have an innate tendency to move toward levels of health, creativity, and self-fulfillment” (p. xxxv) as he studied motivation along with how individuals maneuver through their hierarchy of needs. Achieving a desired level of self-actualization can lead people to the highest levels of efficiency (Maslow, 1987). With struggles and challenges that may occur along the way, people often are reluctant to risk what they have for their desires and goals; this is particularly the case when it comes to an individual’s job or career (Armstrong, Hawley, Lewis, Blankenship & Pugsley, 2008).

Career Motivation and Mentoring

In the literature, terms are often used interchangeably when explaining and exploring concepts. This rings true with career motivation. More specifically, career commitment is often used in substitution for career motivation (Day & Allen, 2004). As such, any comprehensive literature review of career motivation should include literature related to career commitment. In a study by Colarelli and Bishop (1990), personal and situational correlates of career commitment were studied. The researchers found that of the factors examined “having a mentor was the most robust correlate” (Day & Allen, 2004, p. 73). Further, it was proposed that mentoring increases career commitment by three distinct means. First, mentors may illustrate rewards that can be accomplished if one remains employed within a certain organization or career area. Second, “mentoring facilitates self-defectiveness, career involvement, career success, and positive attitudes toward protégé career” (p. 73). Third, the mentoring relationship and career commitment are centered on the needs and aspirations of individuals thus creating an opportunity for

assisting in the development of career commitment or motivation (Day and Allen; Colarelli & Bishop, 1990).

Using in-depth interviews and decision making exercises, London and Bray (1984) examined career motivation and found that levels of career motivation were higher when the situation provided support for the career development of employees. An example of such supports would be offering a fast track advancement program or mentoring programs for staff members (London, 1993). Further, studies have shown that all three elements of career motivation (i.e. career insight, resilience, and identity) were “positively related to work salience and motivating job characteristics” (London, 1993, p. 57). The relationship between an employee’s career plans and level of managerial support (e.g. feedback, encouragement, challenging) were highly related to career insight and resilience. This would suggest that support from employers and staff (i.e. mentoring) is associated with career motivation.

In a 2004 study by Day and Allen, it was hypothesized that career motivation was increased because of involvement in mentoring relationships. After surveying 125 employees, the researchers concluded that “mentored individuals did report higher level of career motivation than those who had not been mentored” (p.85). Studies have focused on counselor motivation (e.g. Szymanski & Parker, 1995) within the field of rehabilitation counseling. However, literature addressing the relationship between mentoring and career motivation are nonexistent in the field of rehabilitation counseling. As shown, this line of research is present in other fields. This study allows for interdisciplinary comparisons concerning the relationship between mentoring and career motivation within the field of rehabilitation counseling and other fields.

Summary

Mentoring is not a new area of focus within the American workforce. The functions and types of mentoring have been researched extensively. Research findings have been used to assist employees in a variety of areas. Researchers suggest that organizations are encouraging employees to become more involved in mentoring relationships. This is due to the increased research on mentoring as well as the perceived and known benefits of the mentoring process. As noted, these benefits exist for all stakeholders including protégés, mentors and organizations. In reference to mentoring and supervision, similarities exist between the two types of relationships. However, it is important that distinctions be made between the two within state vocational rehabilitation agencies. This will help to establish a greater understanding within the literature and among state vocational rehabilitation professionals of what it means to be involved in a mentoring relationship versus a supervisory relationship.

As discussed, retention and turnover within the field of rehabilitation counseling are a major concern. Understanding the differences in levels of career motivation and job satisfaction that exist between mentored and non-mentored rehabilitation counselors will aid in addressing this issue. Mentoring has become more widely recognized as a tool for increasing retention within the workplace. However, within the field of rehabilitation counseling this specific line of research has not been explored. This study addresses these issues and other gaps in the literature. Therefore, the need and purpose of the study is supported by the extensive literature review present in this chapter.

Chapter III

Methodology

This study was designed to research the impact that mentoring has on factors related to turnover and retention levels among rehabilitation counselors employed within state vocational rehabilitation agencies. Among other areas, this study examined whether there were differences in levels of career motivation and job satisfaction among state mentored and non-mentored vocational rehabilitation counselors. This study also examined the differences in mentoring functions (e.g. psychosocial and career) received by VR counselors involved in formal or informal mentoring relationships relative to specific demographic characteristics. The relationship between functions of mentoring received by VR counselors and levels of career motivation and job satisfaction was also explored. Lastly, this study examined how involvement in a mentoring relationship impacts a VR counselor's decision to leave or remain employed within state vocational rehabilitation agencies. Factors other than mentoring that impact a counselor's decisions to leave or remain were also identified. The objective of the present study is to begin to bridge the gap in existing literature by examining career motivation and job satisfaction as mediators of the relationship between mentoring and retention among state VR counselors.

Quantitative Questions

1. Among mentored (formal or informal) and non-mentored state vocational rehabilitation counselors, what differences exist in their levels of career motivation and job satisfaction?

2. Are there differences in the functions of mentoring received by vocational rehabilitation counselors relative to specific demographic characteristics (i.e. gender, racial/ethnic background, agency, type of mentoring relationship, years in position, and time spent with mentor).
3. Are specific demographic characteristics (i.e. race, gender, years in position, caseload and agency) of state vocational rehabilitation counselors associated with the provision of mentoring?
4. What is the relationship between functions of mentoring received by vocational rehabilitation counselors and levels of career motivation and job satisfaction?
5. How does involvement in mentoring relationships impact vocational rehabilitation counselor decisions to leave or remain employed within state vocational rehabilitation agencies?

Qualitative Question

6. What factors other than mentoring influence vocational rehabilitation counselor decisions to leave or remain employed within state vocational rehabilitation agencies?

Research Design

This nonexperimental, exploratory study used a mixed-method approach. Research investigation or lines of inquiry that incorporates one or more quantitative and qualitative techniques for data collection and analysis is considered mixed method research (Creswell, 2003; Vitale, Armenakis & Feild, 2008). The use of quantitative methods is appropriate when examining specific factors that have been identified in

research literature or when studying a specific theory (Creswell, 2003). Being that specific variables have been identified through the comprehensive literature related to mentoring, job satisfaction, career motivation and retention, the use of a survey will be suitable for the study.

The use of an open-ended question assisted in gathering qualitative information from vocational rehabilitation counselors free from boundaries that often exist in a structured quantitative instrument. Conversely, the design allowed for information to be obtained related to set constructs (i.e. turnover, retention). With a study of this nature, qualitative survey responses provide information about the experiences and perspectives of the counselors to better explain or clarify quantitative findings (Vitale, Armenakis & Feild, 2008). Thus attaching an open-ended question to a quantitative survey has an advantage of high external validity and is statistically supported (Vitale, Armenakis & Feild).

Participants

The sample population for the study included rehabilitation counselors that are currently employed within the Office of Vocational Rehabilitation in Kentucky and the Illinois Department of Vocational Rehabilitation. Illinois does not have a formal mentoring program but rehabilitation counselors may be receiving informal mentoring. However, Kentucky has a formal mentoring program. This state-wide mentoring program is specific to rehabilitation counselors and was developed to address areas including retention levels, skill development and leadership succession. During the development of the study, data was not available on the number of protégés participating in the study. However, approximately twenty mentors participate in the program across the state.

These mentors assist new counselors in learning the competencies required to succeed on the job and in the development of relationships with novice counselor that will involve trust, dedication and friendship. Further, this program encourages mentors to use teaching methods and talking points to assist in personal development as well as professional growth regarding areas such as caseload management, guidance/counseling and IPE/Plan Development.

The sample population also represents a diverse population of rehabilitation counselors with varied experiences. Access to potential participants was achieved through communication with training directors of the two state VR agencies. The researcher had access to all state VR counselors employed within the agencies.

The target sample size for the study was 120 participants to provide adequate power for significance testing. The final sample of this study consisted of 123 rehabilitation counselors employed within the Kentucky and Illinois State Vocational Rehabilitation systems. Of the 123 participants, 51.2% (n = 63) were from the state of Illinois with the remaining 48.8% (n = 60) from Kentucky. Tables 3 and 4 provide participant demographic and professional characteristics as well as information regarding mentoring status.

Overall, participants' ages ranged from 24 to 66, with a mean age of 44 years old. The majority of the participant sample consisted of females (65%). The majority of the participants reported Caucasian as their racial/ethnic background (n = 97; 79.5%). Followed by African American/Black participants which made up the second largest group (n = 15; 12.3%). Approximately 85% (n = 105) of the participants reported having a Master's Degree. Further, participating rehabilitation counselors reported having

received their degree in a variety of academic disciplines including Rehabilitation Counseling (49.2%) and Other Counseling Specialty (24.6%). Approximately 34.1% (n = 42) of the participants reported that they were a Certified Rehabilitation Counselor (CRC).

The rehabilitation counselors (N = 123) reported a range of professional experience during their time of employment within the state vocational rehabilitation system. The largest percentage of the participants (29.5%) reported having more than 15 years of experience, with 23% indicating that they had 6-10 years, 17.2% had three to five years, 14.8% had one to two years, and 9.8% had eleven to fifteen years of experience. Participants with less than one year of experience (n = 7; 5.7%) made up the smallest proportion. In terms of salary, 49.2% reported earning \$48,000 or more a year. Across both states, the largest proportion of participants (56.6%) reported having a caseload of more than 130.

Of the 123 participants, 18.7% (n = 23) reported currently being involved in a mentoring relationship. Approximately 53% of these individual reported being involved in formal mentoring relationships. Formal mentoring relationships were reported as being developed and implemented by the State Agency system (n = 9) or District Office (n = 4). A significant proportion of participants (69.9%) involved in mentoring relationships reported spending 1-6 hours a week with their mentor. Participants involved in a mentoring relationship reported ages ranging from 24 to 66, with a mean age of 40.91. Mean age of the rehabilitation counselors' mentors was 44.80 with ages ranging from 25-70 years old. Over half the mentored rehabilitation counselors (52.2%; n = 12) reported being involved in one mentoring relationship while 30.4% (n = 7) reported being in two

and the remaining 17.4% (n = 4) in three relationships. There was an equal distribution of mentored participants from the two state agencies (Kentucky = 11; Illinois = 12). Table 5 provides demographic characteristics of participants reporting being involved in a mentoring relationship.

Table 3

Demographic Characteristics of Participants (N=123)

Variable	N	Valid %
Agency	60	48.8%
Kentucky	63	51.2%
Illinois		
Gender		
Female	80	65.0%
Male	43	35.0%
Race/Ethnicity		
African American	15	12.3%
Asian American	1	.8%
Caucasian	97	79.5%
Latino(a)	8	6.6%
Other	1	.8%
Degree		
Bachelors	18	14.6%
Masters	105	85.4%
Degree Area		
Rehabilitation Counseling	60	49.2%
Psychology	10	8.2%
Social Work	6	4.9%
Other Counseling Specialty (e.g. Guidance and Counseling, Mental Health)	30	24.6
Other Rehabilitation Specialty (e.g. Voc. Evaluation, Job Placement, Rehab Services)	3	2.5%
Other	13	10.7

Note: The N's do not sum to 123 due to missing data.
Age: 24 to 66; M = 44 years old

Table 4

Demographic Characteristics of Participants (N = 123)

Variable	N	Valid %
Credentials	42	34.1%
CRC	81	65.9%
No CRC		
Years in Position		
Less than 1 year	7	5.7%
1-2 years	18	14.8%
3-5 years	21	17.2%
6-10 years	28	23.0%
11-15 years	12	9.8%
Over 15 years	36	29.5%
Caseload		
<20 cases	1	.8%
21-20 cases	3	2.5%
41-75 cases	7	5.7%
76-100 cases	23	18.9%
101-130 cases	19	15.6%
>130 cases	69	56.6%
Salary		
\$24 to \$29,999	6	5.0%
\$30 to \$35,999	13	10.8%
\$36 to \$41,999	27	22.5%
\$42 to \$47,999	15	12.5%
\$48 or more	59	49.2%
Mentoring Status		
Mentored	23	18.7%
Non-Mentored	100	81.3%

Note: The N's do not sum to 123 due to missing data.

Table 5

Demographic Characteristics of Mentored Participants (N = 23)

Variable	N	Valid %
Agency		
Kentucky	11	47.8%
Illinois	12	52.2%
Credentials		
CRC	5	21.7%
No CRC	18	78.3%
Years in Position		
Less than 1 year	5	21.7%
1-2 years	5	21.7%
3-5 years	3	17.0%
6-10 years	5	21.7%
11-15 years	0	0.0%
Over 15 years	5	21.7%

Table 6

Demographic Characteristics of Mentored Participants (N = 23)

Variable	N	Valid %
Caseload	2	8.7%
21-20 cases	3	13.0%
41-75 cases	4	17.4%
76-100 cases	2	8.7%
101-130 cases	12	52.2%
>130 cases		
Salary		
\$24 to \$29,999	3	13.0%
\$30 to \$35,999	6	26.1%
\$36 to \$41,999	1	4.3%
\$42 to \$47,999	1	4.3%
\$48 or more	12	52.2%
Type of Mentoring Relationships		
Formal	12	52.2%
Informal	11	47.8%
Time Spent With Mentor		
Less than 1 hour	3	13.0%
1-3	8	34.8%
4-6 hours	8	34.8%
10 or more hours	4	17.4%
Number of Mentors		
One	12	52.2%
Two	7	30.4%
Three	4	17.4%
Gender of Mentor		
Female	14	60.9%
Male	9	39.1%
Racial/Ethnic Background of Mentor		
African American	5	21.7%
Caucasian	15	65.2%
Latino(a)	1	4.3%
Other	1	4.3%
Unknown	1	4.3%

Instrumentation

Mentoring Functions

Noe's (1988) Mentoring Roles Instrument (MRI) (Appendix A) was used to assess the mentoring functions received by participants involved in mentoring relationships. Respondents who may have had more than one mentor were instructed to respond in regards to their most influential mentor. The MRI consists of 21-items that include 14 psychosocial items (e.g. "My mentor has conveyed empathy for the concerns and feelings that I have discussed with him/her") and seven career-related items (e.g. "Mentor has encouraged me to try new ways of behaving in my job"). The 5-point Likert-type scale measures the extent of the relationship with a range of response categories ("from a very slight extent" [1] "to a very large extent" [5]). Internal reliability estimates for the career mentoring subscale range from .79 to .93 and .84 to .94 for psychosocial mentoring functions. Noe (1988) provided initial factor analysis for the two-factor structure.

Some conceptual uncertainty exists regarding whether some of the career development items are loaded on the psychosocial factor functions. On the contrary, Chao et al. (1992) examined Noe's (1988) scale and similar reliability coefficients were found.

Career Motivation

To assess levels of career motivation, Day and Allen's (2004) Career Motivation Scale (Appendix B) was used in the research study. To embody the construct described in London's (1983) theory of career motivation, the instrument was constructed from original measures developed by Noe, Noe and Bachhuber (1990) and London (1993). Noe et al's instrument focuses primarily on behaviors while London's instrument

highlights attitudes and feelings related to work and career aspects. According to researchers, the two scales both measure the same construct (London & Noe, 1997; & Allen, 2004). In particular, high convergent validity has been found between the instruments. To further explore the “desire of upward mobility” found in London’s (1983) theory, the measure includes two additional statements. During the developing stages of Allen’s (2004) Career Motivation scale, it was reviewed by a content expert and used in a pilot study to assess content adequacy. This empirical approach has been used and endorsed by other researchers (Wolf, London, Casey, & Pufaul, 1995). Alpha coefficient for the scale is .84.

Job Satisfaction

To assess job satisfaction levels among mentored and non-mentored participants, the abridged Job Descriptive Index (aJDI) (Appendix C) was used. The aJDI is a short form version of the Job Descriptive Index (JDI). The JDI is a premier and most widely used instrument for measuring job satisfaction (Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008). The use of the scale in research regarding the job satisfaction levels of rehabilitation counselors is scarce. However, two research studies (i.e. Armstrong, Hawley, Lewis, Blankenship & Pugsley, 2008; Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008) have utilized the aJDI in research related to rehabilitation professionals within the last two years. As noted, the JDI is extensively used in the fields of industrial and organizational psychology. Developed in 2000, the aJDI creates less of an “administrative scoring burden” than the original JDI. This facet scale contains five subscales (i. e. Work on Present Job, Present pay, Opportunities for Promotion, Supervision, and People at Work) of job satisfaction. Each of the subscales includes

phrases that describe each subscale for a total of 25 items. Respondents will indicate if each item does or does not describe their work situation; the response format is “Yes,” “No,” or a “?” if respondents are unsure. Weighted values are assigned to the yes, no, and unsure responses for each subscale to calculate scores (Armstrong et al., 2008). Scores range from 0-54 on the AJDI with 54 signifying the highest satisfaction. Measurement properties of the “JDI found that content, criterion-related, and convergent validity are well established (e.g. correlates as expected with turnover, and other job satisfaction measures”. Internal consistency for the aJDI is above .70 for all subscales. A list of finite instructions and SPSS scoring code was available for the aJDI.

Turnover and Mentoring

Participants were asked to rate their likelihood of leaving their current position within the next five years. To assess how important vocational rehabilitation counselors perceive mentoring to be in their decision to leave or remain employed within state vocational rehabilitation agencies, participants were asked to respond to a series of questions regarding their perception of mentoring relationships on their decision to leave or remain employed (Appendix D). Participants were asked to rate both areas using a 5-point Likert scale. These questions for the study were developed by the researcher.

Factors Impacting Decision to Leave or Remain

Participants were asked to provide reasons to why they may choose to leave or not leave their current position over the next five years. This data was gathered using an open-ended question (Appendix E).

Questionnaires

A demographic questionnaire was used to gather information on the characteristics of the research participants (Appendix F). Information gathered included: (a) demographic characteristics commonly collected in research (e.g., age, race), (b) professional characteristics (e.g. certification status, number of years of service), (c) protégé status (e.g. currently involved in a mentoring relationship, number of mentors), (d) type and length of mentoring relationship, and (e) characteristics of mentor.

Data Collection

Participants were selected for the proposed study by using a convenience sampling method. Further, a web-based survey was chosen to facilitate ease of survey access for participants and permit the manipulation of survey instrument conditions. A copy of the proposal for the study was submitted to and approved by Kentucky and Illinois Departments of Vocational Rehabilitation. Response letters and emails indicating both agencies willingness to participate were received. The data were collected via an anonymous web-based survey. This is the most appropriate method because all rehabilitation counselors employed with the state agencies utilize electronic mail and have individual e-mail addresses. All participants had access to computers and the internet. With increased daily usage of technology in the workplace, having participants complete the survey online helped reduce participant completion times. According to timestamps, participants appeared to complete the web-based survey during their daily computer usage at work. Responses by participants were confidential. The survey included an introduction with information about the study and an electronic consent form (Appendix G).

Subsequent to obtaining approval from the dissertation committee and university's Social Institutional Review Board, an initial email was sent to each state's administrator in the program and planning department within the Office of Vocational Rehabilitation in Kentucky and Illinois Department of Vocational Rehabilitation. The emails included an explanation of the study and a link to the web-based survey site. The administrators then forwarded the invitation to participate to all rehabilitation counselors employed within the state agencies. Several follow-up emails were sent to the administrators to be forwarded thus inviting more individuals to participate in the study. The follow-up emails included a thank you statement for those counselors who already participated and a repeat request for others to participate in the study.

Data Analysis

As mentioned, the study included both qualitative and quantitative methods of data collection. Descriptive statistics for all participants were computed. Standard deviations, means, median, and totals (N) were also provided and displayed in tables in subsequent chapters. Frequencies and percentages are also provided to comprehensively describe the participants in the study.

Quantitative Data

The quantitative data analysis for the study was conducted by using the SPSS statistical package. The researcher used this survey software package to convert data submitted via the web into a SPSS dataset. To ensure that data from the web-based survey tool was accurate, a visual review of a sample of the surveys was conducted by the researcher. An alpha level of .05 was used for all statistical tests. Within social sciences this level of significance is frequently used by researchers.

The following data analysis procedures will be used to address the research questions for the proposed study.

Research Question One

To explore differences that may exist in levels of career motivation and job satisfaction among mentored (formal or informal) and non-mentored state vocational rehabilitation counselors, the mean scores and standard deviations from the Career Motivation Scale (CMS) and Abridged Job Descriptive Index (aJDI) were calculated. Further, a series of independent t-tests were conducted to explore mean differences. For the CMS, a total score was computed. Scores can range from 0 to 105. Further a total score (range 0 to 35) was computed for each of the three domains (i.e. Insight, Resilience, Identity). In reference to the 5-point Likert scale responses, a priori criterion level of ≥ 3.00 was used to suggest a level of importance within the specific domains of the CMS.

In reference to the aJDI, a total score was also calculated for each participant within the five subscales. For the statistical analysis, scores were converted into dichotomous variables to signify levels of satisfaction within each of the subscales. High levels of satisfaction within the subscales is indicated by mean scores ≥ 28 . Low levels of satisfaction are represented by mean scores < 28 .

Research Question Two

To address research question two, a series of independent-sample t-tests were conducted to determine whether differences existed in the functions of mentoring received vocational rehabilitation counselors relative specific demographic characteristics. Mean scores and standard deviations for the variables were also computed and reported.

Research Question Three

A logistic regression model was used to test whether gender, race, age, caseload, years in current position, and agency increases the likelihood of involvement in a mentoring relationship. Variables in the model were recoded to ensure proper development of the model. Specifically, several of the categories were combined to increase the cell size for analysis. Univariate analyses were then conducted to describe response patterns as well to independently explore each of the variables included in the model. Indicator variables were then created using the 0, 1 coding method. Frequency and distribution of the variables included in the model were also calculated and reported.

Research Question Four

To address research question four, a correlational analysis was conducted to explore the relationship between functions of mentoring received by vocational rehabilitation counselors and levels of career motivation and job satisfaction. This analysis was used to test for the level of significance, direction (i.e. positive or negative) and magnitude of the relationship between specific variables.

Research Question Five

The fifth research question addressed how involvement in mentoring relationships impacts vocational rehabilitation counselors' decision to leave or remain employed within state vocational rehabilitation agencies. Further, a series of independent t-tests and cross-tabulations were used by the researcher. A Pearson's product correlation was also computed to further address the relationship between mentoring and intent to leave or remain employed. Descriptive statistic, mean scores and standard deviations were also computed and reported.

Qualitative Data

Content analysis was used to interpret the responses to the open-ended question.. The researcher reviewed all participant responses using a constant comparison method (Krippendorff, 2004). Using guidelines for analyzing qualitative data, a comprehensive content method was used to analyze the data and sort the information into meaningful categories. First, broad themes were identified from participants' responses to the open-ended question regarding factors impacting their decision to leave or remain employed within their current position. Categories represent the broad themes identified by the participant responses. The themes were refined until a complete set of themes were developed for analysis. The results of the analysis were finite categories that identified themes indicative of individual themes with little contamination from tangential responses. The participant responses were coded for further analysis.

Summary

To address the research questions of the study, a web-based survey was used. Participants (N = 123) were rehabilitation counselors currently employed within the state vocational rehabilitations systems in Kentucky and Illinois. The survey consisted of a variety of response formats including Likert-scaled and an open-ended question. Time and costs associated with the research study was reduced due to the utilization of a web-based survey. SPSS was the main statistical package used for the analysis. Data analysis consisted of statistical tests including logistic regression, independent t-test, and correlational methods to address the specific research questions. Descriptive statistics (e.g. means and standard deviations) were provided and displayed in tables and figures.

Chapter IV

Results

This chapter provides a comprehensive review of the quantitative results of this investigation. Emergent themes of the qualitative data will also be provided in this chapter. Extensive comparison of the quantitative and qualitative results will be fully addressed in the final chapter rather than in the results section; this is a common method of practice in mixed methods research. As discussed, this study infuses both qualitative and quantitative research methods in order to thoroughly integrate and synthesize the findings. To increase power and account for the small sample size of participants that self-identified as being involved in either formal (N = 12) or informal (N = 11) mentoring relationships, the two categories for types of mentoring (i.e. formal and informal) were combined into one mentored group for analysis. This grouping will be further discussed in the limitations section of Chapter 5.

Differences in Career Motivation and Job Satisfaction

Differences in levels of career motivation and job satisfaction among mentored (formal or informal) and non-mentored state vocational rehabilitation counselors were explored. As discussed, the Career Motivation Scale (CMS) includes 21 items that focus primarily on behaviors, attitudes and feelings related to work and career aspects. These survey items are separated into three distinct domain areas: Insight, Resilience, and Identity. All five sub-scales of the aJDI contain five items that measure perceptions of satisfaction related to facets of one's job.

Career Motivation

An overall career motivation score and a total score for each domain areas was calculated for all participants. Cronbach's alpha coefficient calculated for the instrument was .89 indicating a high internal consistency for the items included in this survey. This coefficient is similar to levels found in previous studies that utilized the CMS (Day & Allen, 2004). Mentored participants rated 20 of the 21 domain items above the criterion level of ≥ 3.00 . The average overall score on the CMS was ($M = 79.35$; $SD = 12.85$) suggesting that mentored participants are moderately to highly motivated with their career. Non-mentored participants rated 19 of the 21 items above the level of ≥ 3.00 . The overall mean score ($M = 76.91$; $SD = 12.43$) suggests that this group is also motivated with their career. This difference was tested using an independent t-test, and was found non significant, $t(118) = .797$, $p = .427$.

The first domain area, Insight (Table 7) included seven items related to one's ability to develop clear and concrete career goals while being realistic about the directions of one's career. The overall average for the rehabilitation counselors in mentoring relationships was 26.10 ($SD = 5.85$) indicating moderate to high levels of career motivation. Mentored participants ($N = 20$) reported all seven items above the ≥ 3.00 criterion. The average mean scores for non-mentored rehabilitation counselors was ($M = 25.82$; $SD = 5.14$). Among this group ($N = 100$), respondents rated six of the seven items as moderate to completely motivated. Independent samples t-test results indicate that there was no significant difference in Insight among mentored and non-mentored rehabilitation counselors, $t(118) = .217$, $p = .844$. Coefficient alpha for this domain was .82.

The second domain area, Resilience (Table 8), includes seven items related to having the skills to adapt to changing circumstances within the workplace. Counselors in mentoring relationships had a mean score of 28.55 (SD = 3.23). Non-mentored rehabilitation counselor had an average score of 26.71 (SD = 3.79). Both groups rated all seven items as greater than or equal to 3.00. Independent t-test results indicate that there was a significant difference in resilience scores among mentored and non-mentored rehabilitation counselors, $t(118) = 2.03, p = .045$. This significance was achieved at the .05 level. Cronbach's alpha coefficient for this domain was .786 indicating a good level of internal consistency.

The third domain area, Identity (Table 9), includes seven items that focus on the degree that people define themselves by their work and the organization for which they work. The mean score for mentored rehabilitation counselors was 24.70 (SD = 6.22). For non-mentored participants the average was approximately 24.38 (SD = 5.49). Both groups rated a significant proportion of the items above the ≥ 3.00 criterion (Mentored, N = 6; Non-mentored, N = 5). Mean score difference was tested using an independent groups t-test, and was found nonsignificant, $t(118) = .233, p = .816$. These data fail to support differences in Identity scores among mentored and non-mentored rehabilitation counselors. Cronbach's alpha for this domain was .803.

Table 7 - Insight Domain: Career Motivation

Means and Standard Deviations

Insight Domain Items	Mentored		Non-Mentored	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. I have a specific plan for achieving my career goal.	3.70	1.22	3.60	1.19
2. I have changed or revised my career goals based on new information I have received regarding my situation or myself.	3.15	1.23	2.74	1.30
3. I have sought job assignments that will help me obtain my career goal.	3.55	1.05	3.44	1.18
4. I have clear career goals.	3.85	1.27	3.75	1.13
5. I have realistic career goals.	4.05	1.05	4.04	.98
6. I know my strengths (what I can do well).	4.05	.94	4.23	.68
7. I am aware of my weaknesses (the thing I am not good at).	3.75	1.12	4.02	.86

Table 8 - Resilience Domain: Career Motivation

Means and Standard Deviations

Resilience Domain Items	Mentored		Non-Mentored	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
8. I am able to adapt to changing circumstances.	4.15	.81	4.18	.66
9. I am willing to take risks.	3.70	1.13	3.48	.82
10. I welcome job and organizational changes.	3.70	1.08	3.38	.93
11. I can adequately handle work problems that come my way.	4.00	.65	3.96	.65
12. I believe other people when they tell me that I have done a good job.	4.40	.50	3.91	.84
13. I have designed better ways of doing my work.	4.30	.57	3.81	.83
14. I have outlined ways of accomplishing jobs without waiting on my boss.	4.30	.73	4.0	.83

Table 9 - Identity: Career Motivation

Means and Standard Deviations

Identity Domain Items	Mentored		Non-Mentored	
	<i>M</i>	SD	<i>M</i>	SD
15. I am very involved in my job	4.50	.51	4.28	.68
16. I see myself as a professional and/or technical expert.	3.80	.95	4.18	.82
17. I spend free time on activities that will help my job.	3.25	1.37	2.95	1.10
18. I have taken courses toward a job-related degree.	3.25	1.62	3.59	1.43
19. I stay abreast of developments in my line work.	3.70	.86	3.60	1.02
20. I have volunteered for important assignments with the intent of helping to further my advancement possibilities.	3.30	1.45	3.23	1.31
21. I have requested to be considered for promotions.	2.90	1.62	2.55	1.52

Job Satisfaction

As mentioned, overall scores for each domain of the aJDI were converted into dichotomous variables for analysis. Scores at or above 28 indicate high levels of job satisfaction while those with mean scores below 28 specify that respondents have low levels of job satisfaction. Means and standard deviations for each of the subscales are discussed below and provided in Table 10.

The first subscale, Work on Present Job, assessed the respondents' satisfaction with the current work that they do within the state VR agency. The average score for mentored rehabilitation counselors ($n=21$) was 49.53 ($SD=10.75$) indicating high levels of work satisfaction. Non-mentored rehabilitation counselors ($n=98$) also reported high levels of satisfaction across the five domains ($M = 50.18$; $SD = 9.09$). Cronbach's alpha coefficient calculated for this subscale was .795 indicating a high level of internal consistency. The independent t-test result indicates that there was no significant difference in satisfaction scores in Work on Present Job among mentored and non-mentored rehabilitation counselors, $t(117) = .437$, $p = .663$. That is, the average work satisfaction rating of mentored counselors was not significantly different from that of non-mentored counselors.

The second subscale, Present Pay, assessed the respondents' satisfaction with their present pay in the areas of whether the income received from their current position as a rehabilitation counselor was 'adequate for normal expense', 'fair', 'insecure', 'well-paid' and 'underpaid'. Mentored rehabilitation counselors reported satisfaction with present pay mean scores ($M = 30.86$; $SD = 14.95$) that were not significantly different

than their non-mentored counterparts ($M = 29.17$; $SD = 16.26$) as determined by an independent t-test $t(117) = -.286, p = .775$.

The third subscale, Opportunities for Promotion, assessed how participants perceived their satisfaction levels with promotion within the state vocational rehabilitation system. Cronbach's alpha calculated for this subscale of the aJDI was .820 indicating high levels of internal consistency. Non-mentored counselors reported levels of satisfaction in relations to opportunities for promotion scores ($n = 20$; $M = 29.24$; $SD = 16.21$) that were not significantly different than their mentored peers ($n = 98$; $M = 25.01$; $SD = 19.17$) as determined by independent t-test, $t(116) = -.957, p = .340$.

Supervision is a vital part of the organizational culture of the state vocational rehabilitation system. The fourth subscale focused participants' perception of level of satisfaction with the supervisor and kind of supervision received on the job. Cronbach's alpha coefficient calculated for this subscale was .769. Mentored counselors reported mean scores ($M = 45.36$; $SD = 10.14$) slightly different than scores ($M = 40.44$; $SD = 16.46$) reported by counselors not currently in a mentoring relationship. Independent t-test results indicate that there was no significant difference in satisfaction with supervision scores, $t(116) = 1.748, p = .088$.

The final scale, People at Work, presented some of the highest satisfaction scores for respondents. Participants were prompted to think of the majority of people that they work with and describe these people in terms of whether they are perceived to be 'Boring', 'Helpful', 'Responsible', 'Intelligent' and 'Lazy'. Cronbach's alpha coefficient calculated for this subscale was .752 indicating a moderate level of internal consistency. Non-mentored participants reported lower mean scores ($M = 47.39$; $SD = 11.61$) for

satisfaction with their mentored counterparts ($M = 50.04$; $SD = 6.90$). However, an independent t-test indicated no significant difference in satisfaction with people at work scores between the groups, $t(116) = .984, p = .327$.

Table 10 - Job Satisfaction Subscales

Means and Standard Deviations

Job Satisfaction Subscales	Mentored			Non-Mentored		
	N	M	SD	N	M	SD
Work On Present Job	21	49.53	10.75	98	50.18	9.09
Present Pay	21	30.86	14.95	98	29.17	16.26
Opportunities for Promotion	20	25.01	19.17	98	29.24	17.72
Supervision	20	45.36	10.14	98	40.44	16.46
People at Work	20	50.04	6.90	98	47.39	11.61

*5 items per scale

** Response Format: Yes, No or Unsure

Functions of Mentoring Relative to Demographic Differences

The second research question explores whether there are differences in the functions of mentoring received by vocational rehabilitation counselors ($N = 21$) relative to specific demographics characteristics (i.e. gender, agency, racial/ethnic background, caseload, time spent with mentor, type of mentoring, years in position). Differences were

assessed across the Career and Psychosocial functions of mentoring received by rehabilitation counselors.

Gender

To assess whether differences existed among the various demographic groupings, several analysis were conducted. To assess gender's influence on the functions of mentoring received by the rehabilitation counselors, independent-samples t-tests were conducted. In reference to career functions, the mean score for females was 26.20 (SD = 7.35) while males averaged a score of 25.36 (SD = 5.43). Independent t-test results indicate no significant difference, $t(19) = .299$, $p = .768$, in career functions scores relevant to gender.

As for psychosocial functions, mean scores for males ($M = 57.3$; $SD = 9.14$) and females ($M = 57.54$; $SD = 4.37$) were relatively similar. No significant differences were found in the scores between these groups.

Race

Due to the relatively small and unbalanced sample size of participants in racial/ethnic groups other than Caucasian, the race category was transformed to create a dichotomous variable that contained two groups, Caucasian and Non-Caucasian. An independent t-test was executed to assess the influence of race on the career functions of mentoring of rehabilitation counselors. The mean score for Caucasian participants was 25.71 (SD = 6.84) while their non-Caucasian counterparts reported a slight higher mean score of 26.00 (SD = 3.36). However, there not a significant difference in scores at the .05 level, two-tailed. The 95% confidence interval for the difference between group means for Caucasian and Non-Caucasian rehabilitation counselors was -7.18 to 7.76.

In terms of psychosocial functions, Caucasian participants ($M = 57.94$; $SD = 7.52$) presented slightly higher mean scores than their Non-Caucasian counterparts ($M = 55.25$; $SD = 2.22$). Independent t-test results indicate that this difference were not significant at the .05 level.

Agency

Rehabilitation counselors working within the Kentucky Vocational Rehabilitation System reported higher psychosocial and career functions than those employed within the state of Illinois. Independent t-test results indicate that there were significant mean differences in the levels of psychosocial functions of mentoring received by rehabilitation counselors employed within the two states, $t(19) = 2.20$, $p = .040$. That is, the average rating of counselors employed within the state of Kentucky ($M = 60.60$; $SD = 6.3$) was significantly different from that of those employed within the state of Illinois ($M = 57.55$; $SD = 4.37$). No significant difference was found in relation to career related functions of mentoring, $t(19) = .645$, $p = .577$. Thus, the mean scores of Illinois counselors ($M = 24.91$; $SD = 6.74$) was not significantly different than those of Kentucky's rehabilitation counselors ($M = 26.70$; $SD = 5.88$).

Type of Mentoring Relationship

As shown in Table 11, mentored participants reported being involved either formal or informal relationships. Counselors in formal relationships ($n = 11$) reported receiving higher levels of psychosocial functions of mentoring than those participating in informal relationships ($n = 10$). Although there was a small difference, those involved in formal relationships also reported receiving higher levels of career related functions. Independent t-test results indicated that differences in psychosocial and career functions

of mentors mean scores were not significantly different between those involved in formal or informal mentoring.

Table 11 - Variation in Functions of Mentoring Relative to Type of Mentoring Means and Standard Deviations

Type of Mentoring Relationship	Psychosocial (N = 21)		Career (N = 21)	
	Mean	SD	Mean	SD
Formal (N = 11)	60.09	6.14	26.09	6.46
Informal (N = 10)	54.50	6.69	25.40	6.36

Years in Position

Descriptive statistics were run to explore the mean differences that exist in levels of career and psychosocial functions relative to years on current position within the state vocational rehabilitation system (Table 12). Rehabilitation counselors with 3-5 years or Over 15 years of experience reported the highest mean scores for both psychosocial and career related functions of mentoring. The lowest scores for both areas if function was seen among those employed for 6-10 years.

Time Spent with Mentor

In order to explore differences in mean scores relative to counselors' reported time spent with mentor, descriptive statistics were also computed (Table 13). Psychosocial functions mean scores were relatively similar. However, counselors spending '4-6 hours' or '10 or more hours' with their mentor reported the highest scores.

Counselors spending '1-3 hours' reported the lowest mean scores. Career functions means scores among counselors spending four or more hours were also highest. However, those counselors spending less than 1 hour reported the lowest mean scores.

Table 12 - Variation in Functions of Mentoring Relative to Years in Position

Means and Standard Deviations

Years in Position	Psychosocial (N = 21)		Career (N = 21)	
	Mean	SD	Mean	SD
Less than 1 year	58.20	5.45	27.20	7.19
1-2 Years	56.40	5.55	23.40	3.21
3-5 Years	62.33	7.09	29.67	4.73
6-10 Years	51.25	9.64	21.00	8.98
Over 15 Years	60.25	4.34	28.75	3.59

Table 13 - Variations in Functions of Mentoring Relative to Time Spent with Mentor Means and Standard Deviations

Time Spent with Mentor	Psychosocial		Career	
	(N = 21)		(N = 21)	
	Mean	SD	Mean	SD
Less than 1 hour	58.00	6.08	22.33	4.04
1-3 Hours	55.75	9.65	25.00	7.96
4-6 Hours	58.67	4.97	27.00	5.73
7-9 Hours	-	-	-	-
10 or More Hours	58.50	4.35	28.00	4.97

Descriptive Variables and Mentoring

A logistic regression model (Tables 14 and 15) was used to estimate the factors which influence likelihood to participate in a mentoring relationship as a protégé. The dependent variable measures counselor likelihood to participate in a mentoring relationship. Those coded as 1 participate in mentoring relationships and 0 specifies those not currently involved in formal or informal mentoring. The independent variables used in the model were racial/ethnic background, gender, size, agency affiliation, years in position, age and caseload size. Results from the model indicate that years in current position (i.e. ≥ 11 years) were found to be a significant factor in predicting likelihood of involvement in mentoring relationships. Specifically, rehabilitation counselors with

eleven or more years of experience are less likely to participate in a mentoring relationship compared to those in the reference category with 1-2 years in current position. All other variables were found to be nonsignificant. The Nagelkerke R^2 ¹ is .181 indicating that nearly 20% of the variance is explained. The Omnibus Test of Model Coefficients indicated that Chi-square significance level was not statistically significant at the .05 level (critical value 14.19; $df = 10$). This could be due to the inequality in sample size of mentored and non-mentored participants.

Relationship Between Functions of Mentoring and Career Motivation and Job Satisfaction

A correlation matrix was developed among the variables (i.e. functions of mentoring, career motivation, and job satisfaction) and is shown in Table 16. Specifically, a Pearson correlation addressed the relationship between psychosocial ($M = 57.43$; $SD = 6.87$) and career ($M = 25.76$; $SD = 6.26$) functions of mentoring relationship and career motivation and job satisfaction. Several correlations were significant at the .01 and .05 levels.

The correlation between psychosocial functions and the career motivation domain Insight was found to be significant $r = .462$, $p = .047$. Further, psychosocial functions and satisfaction with supervision ($r = .603$, $p = .008$) and people at work ($r = .641$, $p = .004$) were also found to be positively related.

Positive relationships were found between career-related functions of mentoring and several facets of career motivation and job satisfaction. Specifically, the correlation between this function of mentoring and 'Insight' ($r = .608$, $p = .006$) were found to be significant. Positive relationships were also found between career functions of mentoring

¹ The Nagelkerke R^2 statistic is a value similar to the variance in multiple regressions (Norusis, 1997).

and 'Work' ($r = .585, p = .009$) and 'People at Work' ($r = .481, p = .043$) job satisfaction domains.

Table 14 - Distribution of Variables: Logistic Regression

Frequency and Percentage

Variable	Frequency	Percentage
Gender		
Female	80	65.0%
Male	43	35.0%
Racial/Ethnic		
Caucasian	97	79.5%
Non-Caucasian	25	20.5%
Caseload		
< 75 cases	11	9.0%
76-100 cases	23	18.9%
101-130 cases	19	15.6%
≥130 cases	69	56.6%
Years in Position		
≤ 2 years	25	20.5%
3-5 years	21	17.2%
6-10 years	28	23.0%
≥11 years	48	39.3%
Agency		
Kentucky	60	48.8%
Illinois	63	51.2%
Age	119	24-66 (range)

Table 15 - Final Model for Binary Logistic Regression (N = 123)

	<i>B</i>	<i>SE</i>	Wald	<i>df</i>	Sig.	Exp(<i>B</i>)
Step1(a)						
Gender	-.857	.538	2.537	1	.111	.424
Racial/Ethnic	-.486	.696	.488	1	.485	.615
Age	-.012	.029	.183	1	.669	.988
Caseload						
76-100 cases	-.984	.881	1.248	1	.264	.374
101-130 cases	-1.241	1.044	1.412	1	.235	.289
≥130 cases	-.742	.800	.860	1	.354	.476
Years in Position						
3-5 years	-1.192	.794	2.253	1	.133	.304
6-10 years	-1.034	.769	1.837	1	.175	.356
≥11 years	-1.672	.829	4.074	1	.044	.188
Agency	.364	.635	.329	1	.566	1.439
Constant	1.249	1.342	.866	1	.352	3.489

Note: Reference categories for the models included: a) Males, (b) Caucasian, (c) ≤75 cases, (d) 1-2 years in position, and (e) Kentucky.

Table 16 - Correlation Matrix

Functions of Mentoring with Career Motivation and Job Satisfaction Scores

Variable	1	2	3	4	5	6	7	8	9	10
1. Psychosocial Functions										
2. Career Functions	.663*	-								
3. Insight_CM	.462*	.608**	-							
4. Resilience_CM	.353	.339	.598**	-						
5. Identity_CM	-.004	.225	.578**	.604**	-					
6. Work on Present Job_JS	.441	.585**	.281*	.181	.231*	-				
7. Present Pay_JS	-.403	-.091	.063	-.024	-.005	-.034	-			
8. Opportunities for Promotion_JS	.360	.147	.162	.203*	.103	.183*	.159	-		
9. Supervision_JS	.603**	.125	.146	.162	.081	.170	-.070	.112	-	
10. People at Work_JS	.641**	.481*	-.001	-.059	-.164	.300**	.029	.113	.277**	-

** Correlation is significant at the .01 level.

* Correlation is significant at the .05 level.

Involvement in Mentoring Relationships and Intent to Leave

Research question five explores how involvement in mentoring relationship impacts vocational rehabilitation counselors' decision to leave or remain employed within state vocational agencies. Of the 123 participants, 95.12% (n = 117) responded to the survey item regarding intent to leave (i.e. What is the likelihood that you will leave your current position within the next 5 years?). As shown in Table 17, the overall mean score for all participant responses to this survey item was 3.39 (SD = 1.33) which indicates that the majority of participants reported that they are unsure or believe that they will not leave their current position as a rehabilitation counselor. Among mentored participants (n = 20), the mean score was 3.50 (SD = 1.19). Non-mentored participants (n = 97), however, reported lower mean scores ($M = 3.37$; $SD = 1.37$). This difference suggests that mentored rehabilitation counselors maybe are less likely to leave their current job in the next 5 years. An independent t-test, however, indicates that there was no significant difference in intent to leave mean scores between mentored and non-mentored rehabilitation counselors, $t(115) = .391, p = .697$.

In reference to how important participants perceived mentoring relationships to be in their decision to leave or remain employed within the state vocational rehabilitation system, there were differences in the mean scores among mentored and non-mentored participants (Table 18). Mentored participants (n=20) reported a mean score of 3.4 (SD=1.35) while their non-mentored counterparts (n = 95) had an average score of 2.61 (SD = 1.25) on the 5-point Likert scale. An independent t-test result indicated that there was a significant difference in mean scores between mentored and non-mentored rehabilitation counselors, $t(113) = 2.533, p = .013$. This significance was achieved at the

.05 level. Therefore, mentored rehabilitation counselors perceived mentoring to be moderately to highly important while non-mentored counselors expressed that mentoring relationships were not as important in their decision to leave or remain employed with the state VR system.

Table 17 – Intent to Leave

	Mentored (<i>M</i> = 3.50; <i>SD</i> =1.2)		Non-Mentored (<i>M</i> =3.37; <i>SD</i> =1.3)		All Participants (<i>M</i> =3.39 ; <i>SD</i> =1.3)	
	#	% within group	#	% within groups	#	% within groups
Definitely will leave	0	0.0%	10	10.3%	10	8.5%
Probably will leave	6	30.0%	21	21.6%	23	23.1%
Unsure	3	15.0%	17	17.5%	20	17.1%
Probably will not leave	6	30.0%	21	21.6%	27	23.1%
Definitely will not leave	5	25.0%	28	28.9%	33	28.2%

Item: What is the likelihood that you will leave your current position within the next 5 years?

N's for groups: Mentored = 20; Non-Mentored =97; All Participants =117

Table 18 – Importance of Mentoring

	Mentored (<i>M</i> = 3.4; <i>SD</i> =1.35)		Non-Mentored (<i>M</i> =2.6; <i>SD</i> =1.25)		All Participants (<i>M</i> =2.75 ; <i>SD</i> =1.3)	
	#	% within group	#	% within groups	#	% within groups
Strongly Disagree	1	5.0%	22	23.2%	23	20.0%
Disagree	6	30.0%	26	27.4%	32	27.8%
Undecided	3	15.0%	21	22.1%	24	20.9%
Agree	4	20.0%	19	20.0%	23	20.0%
Strongly Agree	6	30.0%	7	7.4%	13	11.3%

Item: Mentoring relationships are important in my decision to leave or remain employed within the state vocational rehabilitation system.

N's for groups: Mentored = 20; Non-Mentored = 95; All Participants = 115

A Pearson's product correlation was computed to further address the relationship between counselor decision to leave or remain employed within their current position and importance of mentoring in such a decision (Table 19). A significant positive relationship, $r = .236$, $p < .05$, was found.

Table 19 – Correlation Matrix

Importance of Mentoring and Decision to Leave or Remain With State Agency

		Importance of Mentoring	Decision to Leave or Remain Employed
Importance of Mentoring	Pearson Correlation	1	.236*
	Sig. (2-tailed)	.	.011
	N	115	115
Decision to Leave or Remain Employed	Pearson Correlation	.236*	1
	Sig. (2-tailed)	.011	.
	N	115	117

*Correlation is significant at the .05 level (2-tailed).

Qualitative Data Analysis

The open-ended qualitative research question was designed to gain insight into why rehabilitation counselors may or may not leave their current positions. The question was explored via open-ended text responses on the on-line survey. This open-ended item was primarily developed and implemented to address research questions five and six. As discussed, 109 of the 123 participants (88.6%) provided responses to the open-ended question on the online survey. Text transcripts of the open ended responses were reviewed and coded to identify the themes. Tables 20 and 21 provide descriptive data on the results of the qualitative theme analysis.

Table 20 – Emergent Qualitative Themes

Reasons Impacting Decision to Leave or Remain Employed

	Retirement	Pay and Benefits	Enjoyable/ Meaningful Work	Work Environment	Opportunity for Advancement	Job Security	Family/ Personal Reasons	Burnt Out
Frequency	25	24	24	19	17	11	4	3
Overall Percentage	22.9%	22.0%	22.0%	17.4%	15.6%	10.1%	3.7%	2.8%
Within Group Percentage								
Mentored	26.3%	31.6%	5.3%	5.8%	23.3%	15.8%	0.0%	0.0%
Non-mentored	22.2%	20.0%	25.6%	17.8%	13.3%	8.9%	4.4%	3.3%

Table 21 – Emergent Qualitative Themes and Intent to Leave

	Retirement	Pay and Benefits	Enjoyable and Meaningful Work	Work Environment	Opportunity for Advancement	Job Security	Family/Personal Reasons	Burnt Out
Definitely Will Leave	20.0%	0.0%	0.0%	0.0%	11.8%	0.0%	25.0%	33.3%
Probably Will Leave	32.0%	12.5%	0.0%	52.6%	35.3%	9.1%	50.0%	33.35
Unsure	12.0%	41.7%	4.2%	10.5%	23.5%	9.1%	25.0%	33.3%
Probably Will Not Leave	8.0%	16.7%	41.7%	21.1%	17.6%	63.6%	0.0%	0.0%
Definitely Will Not Leave	28.0%	29.2%	54.2%	15.8%	11.8%	18.2%	0.0%	0.0%

Chapter V

Discussion

Prior to this study, research on career motivation and job satisfaction as mediators of the relationship between mentoring and retention among rehabilitation counselors had not been conducted within the field of rehabilitation counseling. A major goal of this dissertation was to bridge this gap by exploring the differences in levels of career motivation and job satisfaction among VR counselors that may or may not be involved in mentoring relationships. This dissertation examined mentoring functions experienced by rehabilitation counselors relative to specific characteristics and how involvement in such relationships may impact a counselor's decision to leave or remain employed within their current position. The researcher's findings and interpretations contribute to the literature by also highlighting factors other than mentoring that may impact a counselor's decision to leave or remain employed within state agencies.

This chapter will first provide interpretations and analysis of the findings in terms of each research question associated with the study. Conclusions for each of the research questions are drawn based on the synthesis and evaluation of the current research and in consideration of findings from previous studies. Secondly, implications for the field of rehabilitation counseling will be addressed. Finally, recommendations for future research, as well as limitations of the study will be discussed. Qualitative findings will also be integrated throughout the discussion.

Career Motivation

Both mentored and non-mentored rehabilitation counselors reported having moderate to high levels of motivation on the Career Motivation Scale (CMS). According

to independent t-tests results, differences in overall CMS scores were found to be nonsignificant. However, within the specific domain areas there were significant differences in mean scores among mentored and non-mentored participants. Specifically, protégés reported significantly different career resilience scores than non-mentored rehabilitation counselors. Literature supports the findings that protégés tend to have more positive beliefs about the work that they do and tend to be more willing to take risks (Day & Allen, 2004). Further, over 40% of the protégés involved in the current study reported having six or more years of experience; this suggests an elevated level of career maturity. Priyabhashini and Krishman (2005) reported that career resilience is related to career maturity. Career maturity helps workers make decisions that demonstrate independence, decisiveness, and willingness to compromise between needs and reality. With some of the present-day issues related to the economy within our society, rehabilitation counselors, like other workers, may be experiencing increased uncertainty in the stability and future of their present jobs (Green, 2005). The finding that mentored rehabilitation counselors demonstrated a statistically higher level of resilience is noteworthy. This is beneficial to the counselors as well as the consumers they serve and organizations for which they are employed. Rehabilitation counselors, especially those in mentoring relationships, are indicating that they can be resilient during a period when work-related disruptions and uncertainty are elevated. This could be indicative of the impact of mentoring on levels of resilience among rehabilitation counselors.

In reference to the individual survey items, responses by the participants on the CMS indicated moderate to high levels of motivation. Mentored participants' responses met or exceed the criterion established for importance on 20 of the 21 items. Non-

mentored participants, however, reported that 19 of the items were important. Further, mentored participants consistently reported higher mean scores on the majority of the 21 survey items. The lowest career motivation scores among all participants were found in relation to career identity. As discussed in Chapter 2, career identity is the degree to which employees define themselves by their occupation and by the organization for which they are employed. According to Patterson (2009), in the 1960s, counselors were the leaders in accreditation and certification among professions. During this period, rehabilitation counselors were connected to legislation, were active advocates for people with disabilities, and worked primary for the state-federal program. Identity issues among rehabilitation counselors have since increased. Shifts in perspectives regarding such issues as where rehabilitation counselors should be employed and the debate regarding licensure (Leahy, 2002; Patterson, 2009; Patterson, Szymanski & Parker, 2005) have fueled the identity conflict for most professionals. Discussions regarding whether rehabilitation counseling is a profession or a specialty has also impacted the professional identity of counselors. Therefore, the representation of low scores in the identity domain scores was not an unexpected outcome because rehabilitation counselors have been plagued with issues regarding identity for decades.

There has been an increased focus on making rehabilitation counseling a central component within society (Patterson, 2009). To achieve this goal, there should be a concerted effort to increase the perspectives of professional identity within the rehabilitation counseling community. This can be achieved by creating professional environments that provide continuous training, opportunities for growth, and supportive, quality relationships. As supported by the research literature, the development and

implementation of formal mentoring programs that include specific objectives that focus on issues faced by those employed within a particular organization can be beneficial (Ragins, Cotton & Miller, 2000). Creating mentoring programs with specific focus areas within the state VR system could be a major step in better addressing issues related to professional identity among rehabilitation counselors.

Lastly, career motivation appears to be connected to turnover. The majority of the qualitative responses of participants (19.7%) that reported moderate to high levels career motivation indicated that the meaningful work that they currently do as a rehabilitation counselor was the main factor other than mentoring that impacts their decision to leave or remain employed within their current position. The next two most important factors were 'Pay/Benefits' (18.9%) and 'Retirement' (18.9%). The least reported qualitative themes reported by these participants were 'Job Security' (8.2%), 'Personal and Family Issues' (3.3%), and 'Burn Out' (2.3%).

Job Satisfaction

According to previous studies, rehabilitation counselors generally have high levels of job satisfaction (Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008). Overall, rehabilitation counselors in the present study reported moderate to high levels of satisfaction further supporting previous research. As a side note, non-mentored participants reported satisfaction on all domains while mentored participant's satisfaction levels existed in all areas except for 'Opportunities for Promotion'. This level of reported satisfaction was supported by the qualitative responses for mentored participants; some of the participants (9.2%) reported 'Opportunity for Advancement' as a reason impacting their decision to leave or remain in their current position over the next five years.

Although no statistically significant differences were observed in the overall mean scores for each domain of the aJDI among participants, protégés scores tended to be higher than their non-mentored counterparts. Historically, job satisfaction levels for mentored workers are often higher than scores of non-mentored workers (Cuesta & Bloom, 1998; Fergenson, 1989). Factors including demographic characteristics (e.g. years in position, age), current societal issues (e.g. economy, job security), or the quality of the mentoring relationship may be connected to why average scores were lower for mentored rehabilitation counselors in some areas (i.e. Opportunity for Promotion and Work on Job). In particular, researchers have found a significant correlation between job satisfaction and the overall quality of mentoring relationships (Kammeyer-Mueller & Judge' 2008). Given the limited sample of mentored participants and type of data gathered, more extensive research may provide statistically significant support for the benefits of mentoring in these areas.

Psychosocial Functions of Mentoring

Protégés reported significantly different mean scores in psychosocial functions of mentoring relative to agency type. Significant differences may be due to a number of reasons including the organizational differences relative to the structure and culture of the two state agencies involved in the study. As discussed, The Office of Vocational Rehabilitation in Kentucky has a formal mentoring program and employs fewer rehabilitation counselors than the Illinois system. Protégés employed within the state of Kentucky may have had more in-depth education and training regarding the process and value of mentoring thus impacting their perceptions of the psychosocial functions during

interactions with their mentor. Due to the lack of a formal mentoring program in Illinois, there were some obvious differences in the psychosocial functions mean scores.

Nonsignificant differences in the mean scores according to gender, race, and type of mentoring were found in the psychosocial domain of the Noe's Mentoring Functions Scale. Female ($M = 57.54$; $SD = 4.37$) and male protégés ($M = 57.30$; $SD = 9.14$) reported similar perceptions of the level of psychosocial functions received during interactions with mentors. Although research suggests that positive outcomes for male protégés are generally higher, females often receive higher levels of psychosocial functions than males (Eby, Allen, Evans, Ng & DuBois, 2008). Lastly, psychosocial functions of mentoring scores for protégés involved in informal relationships were lower than those in formal relationships. Previous research would suggest that those in informal relationships perceive themselves to receive more psychosocial aspects of mentoring (Chao, Walz & Gardner, 1992, Clutterbuck & Ragins, 2002; Ragins & Cotton, 1999). The reasons for the difference in the current study are unknown and should be explored with future studies.

Career Functions of Mentoring

No significant differences in career function mean scores relative to gender, race, type of mentoring and agency were found. Minority rehabilitation counselors reported having received higher levels of career-related functions of mentoring than their White counterparts. This was not expected to be an outcome of the present study because White protégés are often more likely to receive higher levels of career-related guidance and support in mentoring relationships than protégés from other racial and ethnic backgrounds (Allen, Eby, Poteet, Lentz & Lima, 2004).

Rehabilitation counselors involved in formal mentoring relationships reported higher mean scores on career-related functions of mentoring. Previous research supports the findings that protégés in formal mentoring relationships are receiving more career-related functions than non-mentored counselors. As for agency type and career function of mentoring, protégés employed within the state of Kentucky reported lower mean scores than those employed in Illinois. Higher scores for participants from Kentucky were expected. However, a larger percentage of protégés from Illinois reported being involved in formal mentoring relationships thus making the likelihood of having received more career related support and guidance from their mentors higher.

Predictors of Involvement in Mentoring Relationships

The likelihood of an employee's involvement in mentoring can depend on a wide-range of factors including personal needs, gender, age, and current position within an organization (Darwin, 2000; Doughery, Turban & Haggard, 2007). Previous studies have explored such factors to gather in-depth information regarding to what extent these and other variables predict involvement in mentoring. The current study included a model based on previous research literature and characteristics of the participants involved in the study. The model included gender, age, agency, years in current position and race as possible predictors. As discussed in the previous chapter, results indicated that years in current position was a strong predictor of the likelihood of a rehabilitation counselor engaging in a mentoring relationship. Findings suggest that those with eleven or more years are less likely to be involved in a mentoring relationship than counselors with 1-2 years of experience. All other variables included in the regression model were found to be nonsignificant.

The significant outcome of the logistic regression may be due to several reasons not fully determined by the current study. However, it is hypothesized that the promotion process within the state vocational rehabilitation system may be related to this outcome. During this period, rehabilitation may be transitioning to supervisory or advanced positions. Therefore, these individuals may be involved in mentoring relationships but as mentors rather than protégés. Offering opportunities to engage in mentoring as protégés at this level can however be essential to professional development and job satisfaction (Dew, Alan & Tomlinson, 2008).. Further, promotion can be a delightful yet stressful and challenging period for workers. Mentoring relationships could be a piece to the puzzle used to make the transition smoother. Therefore, continued focus on this group of counselors is necessary. It is imperative, however, that mentoring models are also incorporated into training and continuous education programs for novice counselors.

Mentoring has been used to recruit new professions into the state vocational rehabilitation system (Phillips-Pointer, 2006). Further, there is strong evidence linking socialization and effective commitment (Mitus, 2006). Developing and implementing a model that infuses the principles of mentoring related to agency goals and values is essential. Rehabilitation counselor education programs and state agencies can collaborate to introduce the model to students. Continuous use and improvement of existing models including counselors at all levels could be an influential factor in keeping rehabilitation counselors employed within the vocational rehabilitation system.

Functions of Mentoring and Career Motivation

A correlational analysis was used to address the relationship between mentoring functions (i.e. psychosocial and career) and overall and domain CMS scores for mentored

participants. Day and Allen (2004) suggest that having mentors who provide quality psychosocial and career-related guidance facilitates career involvement, successful outcomes, and positive attitudes. When protégés are presented with constructive feedback, positive reinforcement and support for work-related performance can increase career insight (Day & Allen; London & Brag, 1984). As expected, outcomes of the study support existing literature by indicating a significant relationship between functions of mentoring and career motivation (Day & Allen, 2004). As career functions of mentoring scores increased so did the overall career motivation scores of the counselors. This was specifically noted with the CMS domain regarding career insight. Qualitative responses supported these findings. Several participants with high levels of career motivation suggested in their responses that they received positive support and feedback regarding work-related performance. For example, one participant stated that “I choose to remain in this position because I am motivated. It is interesting and rewarding. I receive praise for my work and commitment. I know that I am doing a good job and it helps when my supervisor lets me know.”

Functions of Mentoring and Job Satisfaction

Rehabilitation counselors involved in mentoring relationships reported high levels of job satisfaction and functions of mentoring received from mentors. As expected, there was a statistically significant relationship between protégé job satisfaction levels and functions of mentoring. This suggests that if rehabilitation counselors are involved in relationships where they are receiving quality psychosocial and career related assistance from mentors they will be satisfied with their job. As noted in Chapter 4, positive

relationships were also noticed between rehabilitation counselors' satisfaction with supervision, people at work, and overall work related duties.

Turnover

Turnover is a critical issue within the field of rehabilitation counseling and must be addressed using diverse methods. A good predictor of actual turnover is an employee's intention to leave his or current position (Layne, Hohenshil & Singh, 2004, Armstrong, Hawley, Blankenship, Lewis & Hurley, 2008). A narrow majority of all rehabilitation counselors (51.2%) involved in the study reported that they probably or definitely will not leave their current position over the next five years. Further, protégés ($n = 20$) in the study reported that over the next five years they are less likely to leave their current position than those rehabilitation counselors not being mentored ($M = 3.50$; $SD = 1.19$). As highlighted by the emergent themes of the study, the reasons for why the rehabilitation counselors may or may not leave vary. Included in Tables 22 and 23 are responses from participants who reported the likelihood of leaving or staying.

Protégés perceived mentoring to be an important factor in their decision to leave or remain employed within the state VR system. This is important information because it demonstrates that protégés recognize the impact of involvement in mentoring relationships and believe that participating in mentoring can be influential. However, protégés also identified factors other than mentoring (e.g. retirement, work environment and lack of opportunity for advancement) that may impact their decision to leave or remain employed within the state VR system. Samples of protégés' responses are included in Table 24. These results indicate that mentoring can be an important piece of the puzzle if infused into the organizational structure of state agencies. However, it is

imperative that other areas of concern similar to those identified by participants in the study are addressed in order for the relationships to have a substantial impact on turnover among rehabilitation counselors.

Table 22 - Sample Qualitative Responses: Likely to Leave

Factors Impacting Decision to Leave or Remain

Sample Responses

I am burned out. Health suffered from demands and treatment from former supervisor.

I have been here a long time and have built up in the retirement system.

If I was to choose to leave my current position it would be due to one co-worker creating a negative work environment and having control over the supervisor.

If my salary does not increase that may be a cause to leave the current position. I have not received a raise or any awards since 2004.

More opportunity to be respected as a very knowledgeable professional

Leave to look for more autonomy to do my job

Retirement

Recent over-punitive attitude of administration makes me want to leave but I can't financially afford to do so. I can't afford to find another job with my degree that pays close to what I now make.

Change in job for a nine month position to better maintain my family.

Income. The adjoining state pays more for the same job and smaller caseloads, as well as the federal government.

The uncertainty and stress of the state budget/financial situation is certainly causing me to consider other options, which I would not otherwise entertain

Table 23 - Sample Qualitative Responses: Not Likely to Leave

Factors Impacting Decision to Leave or Remain

Sample Responses

I am invested in rehab, like my job and feel good about the accomplishments of my consumers.

I am staying in this position until I retire.

I like assisting people with disabilities, plus the paperwork is minimal.

I would probably leave due to not having a mentor or not being tolerated for taking time to learn the job well. People seem to be doing things on their own.

It is something that I can do and I have a disability. It would be very difficult to replace this job. I have had good mentoring.

It is the perfect job for me and my skills.

It's never dull, always something different and unique each passing day.

Promotion could cause me to leave.

The income pays well compared to other kind[s] of employment opportunities. Good benefits, annual increases, etc. and fits well with my education.

Voc rehab is a passion; we do good work to help individuals improve their lives. I value the people I work with, the services we provide, and the environment in which I get to work.

Table 24 - Sample Qualitative Responses: Protégés

Factors Impacting Decision to Leave or Remain

Sample Responses

Job security and health benefits, flexible work schedule.

Have been in vocational counseling 26+ years. Want to retire and do something else, like writing or consulting.

I would get paid more in the private sector. I've been trying for 3 years to be upgraded/promoted. Some employees who have the same credentials I do get paid much more than I do and are hired in making more money.

Pay grade; have a masters degree but was hired in at a grade 12. Unfair hire/personnel system; others I work with do not have Master's but are grade 13. Will leave if this is not resolved in a timely manner.

Promotion could cause me to leave.

Only if I build enough momentum to take my credentials and move on to a different career, I would like to work with Public Schools as a Counselor or Social Worker at the Elementary level.

Retirement.

If not fulfilled in my job.

Emergent Themes

As shown throughout the chapter, participants in the study reported several relevant factors impacting whether they may choose to leave or remain employed with the state vocational rehabilitation system over the next five years. Several emergent themes were identified following analysis of the responses. Further, the perceptions of the participants were relevant in further interpreting and understanding research questions

addressed in the study. The emergent themes (Table 25) identified in the current study were supported by previous research on turnover and intent to leave in the rehabilitation counseling literature (Dew, Alan & Tomlinson, 2008). The three major reasons impacting these decisions were ‘Retirement’, ‘Pay and Benefits’, and ‘Enjoyable and Meaningful Work’. These findings were not unexpected. However, burn out among rehabilitation counselors was reported as one of the least significant themes. In previous research this theme was more likely to be identified as a major reason for turnover. This may be due to the nature of the study or concerns regarding self-disclosure among participants. The reasons for this finding should be further explored in future studies.

Table 25 - Emergent Qualitative Themes

Reasons Participants May or May Not Leave Current Position

Theme	Percentage
Retirement	22.9%
Pay and Benefits	22.0%
Enjoyable and Meaningful Work	22.0%
Work Environment	17.4%
Opportunity of Advancement	15.6%
Job Security	10.1%
Family and Personal Reasons	3.7%
Burnout	2.8%

Limitations

Logistical issues with the overall response rate presented limitations for the study. Specifically, the sample of mentored participants was smaller than preferred and restricted the power needed to obtain significant results. Further, the response rate among mentored participants did not yield a significant amount of variance. This contributed to the limited levels of analysis that could be conducted regarding differences among mentored and non-mentored participants. This also limited the assumptions that could be made about the impact of mentoring on the career motivation, job satisfaction and retention levels among rehabilitation counselors in the study. The participants were asked if they were currently in a mentoring relationship as a protégé; following up with questions about past relationships and allowing participants to use those relationships as the reference for completing the survey may have helped to increase the sample size of mentored participants.

The sample of vocational rehabilitation counselors employed within the Kentucky and Illinois State Rehabilitation systems were samples of convenience. The sample of rehabilitation counselors in the study was small as compared to the entire population of rehabilitation counselors working in state vocational rehabilitation agencies across the United States. Therefore, this limits the ability to generalize the results of the study across all rehabilitation counselors. Further, some individuals may have considered themselves to be rehabilitation counselors but may be in other positions such as District Manager or Supervisor. By not accounting for this in the overall design, some potential participants were excluded due to issues related to professional title.

The study also used a self-report methodology. An underlying assumption exists to level of validity that can be assumed. It was assumed that rehabilitation counselors had a clear understanding of mentoring based on their own personal and professional experiences and from the definition provided in the online survey. However, there is no way to confirm that there was a concrete understanding of the concept.

The grouping of certain variables (i.e. types of mentoring and racial/ethnic background) was also a limitation of the study. It limited the depth of information and analysis. Further, the quantitative survey did not allow for the opportunity to pursue lines of questioning that emerged as a result of the research itself. The design and procedures of the research did not allow the researcher to determine causality between mentoring and turnover, job satisfaction and career motivation. Replication of this study should include diverse methods of data collection to account for this limitation.

Lastly, this was the first study within the field of rehabilitation counseling to explore career motivation and job satisfaction as mediators of the relationship between mentoring and retention among state VR counselors. Therefore, the researcher was unable to compare findings to previous research conducted on rehabilitation counselors employed within the state vocational rehabilitation system. Generalizability of results should be established through future research.

Implications

The results of the exploratory study appear to have potential implications for the field of rehabilitation counseling. This investigation takes a step towards discovering the levels of job satisfaction and career motivation among vocational rehabilitation counselors involved in mentoring relationships and their non-mentored counterparts. The

results of this study could be used to facilitate discussion about the impact of mentoring. Findings could also initiate steps to explore in further detail why certain factors are impacting a counselor's decision to leave or remain employed within a state VR agency and how mentoring relationships can serve as a tool to increase retention levels. As evidenced in the study, rehabilitation counselors are motivated and satisfied with their current careers and the work that they do. Perhaps the greatest implications of the study are for state vocational rehabilitation agencies and the counselors employed within these agencies.

Implications for State Vocational Rehabilitation Agencies

Incorporating mentoring and the principles of such relationships into the organizational structure of the state vocational rehabilitation system may involve some obstacles. Nevertheless, the present study suggests that mentoring is related to important facets of the career motivation and job satisfaction of rehabilitation counselors. These facets of working are highly related to turnover and retention levels among workers. Therefore, attempting to strategically incorporate mentoring into the organizational structure and daily operations of state agencies would be a springboard in addressing some of the major issues plaguing the state vocational system. This invaluable training tool and support mechanism could be helpful to the counselors as well as the organization. If infused into the culture, mentoring programs should be designed, structured and implemented in a manner that allows for counselors' personal and professional concerns to be addressed. Mentoring can only be a piece of the puzzle used to address issues related to retention. As shown in the study, many rehabilitation counselors perceive that other factors impact their decision to leave or remain employed

within state agencies. Continuous exploration of these factors could be achieved through diverse methods of mentoring.

Each state agency has a unique culture of its own. Development of a general model of mentoring for the state vocational rehabilitation system will be an important first step. However, specific modules concerning the focus of the mentoring relationships will be necessary for each agency and individual mentoring relationships. In this quest to increase retention levels and decrease turnover, it is important to have mechanisms in place to “help de-emphasize or completely eliminate adversities” specific to the work environment and duties of rehabilitation counselors (Feist-Price, 1994, p.16). Mentoring could be an avenue to reaching this goal within the state vocational rehabilitation system.

Succession planning could also be a method of addressing the turnover issues within the state vocational rehabilitation system. As indicated by the current study, a significant amount of rehabilitation counselors reported retirement as a major reason why they may leave their current position over the next five years. There will be a shortage of qualified rehabilitation counselors to fill these positions. Succession plans take this issue into account. These plans will assist in ensuring that qualified and competent rehabilitation counselors are available to fill these positions once vacant. Succession plans require that employees with years of experience and competence monitor those with less years of experience over an extended period of time while providing guidance and periodical feedback related to performance. The incorporation of mentoring into succession plans could better assist in making this process a successful and meaningful one for both the organizational and counselors. This process would also include the mentoring of novice counselors by those with a certain amount of experience and

leadership within the rehabilitation system. Further, mentoring could also be used to address issues related to lack of advancement opportunities described by counselors as a major reason impacting their career motivation, job satisfaction and intent to leave.

Implications for Rehabilitation Counselors

Access to educational information about the mentoring process and rationale for its incorporation into the state vocational rehabilitation system will have major implications for rehabilitation counselors. However, to have the desired impact on retention and succession planning, several interventions must be considered. For example, training sessions on the mentoring process should be infused into orientation and continuous education training to better educate the counselors about the concept of mentoring. This training will provide the counselors with foundational knowledge concerning the types, functions, and benefits of mentoring. Training in mentoring will also allow for feedback that can ultimately be used in the development of formal programs. Rehabilitation counselors must also gain an understanding of the differences and similarities in mentoring and supervisory relationships. Far too often, changes occur within the state vocational rehabilitation system without the inclusion of the rehabilitation counselors. It is imperative that they are thoroughly involved in the process of developing and implementing mentoring programs. Achieving this goal can begin by educating the counselors and obtaining information regarding their perspectives of the mentoring process.

Lastly, rehabilitation counselors must be provided with solid information for the rationale of the implementation of mentoring programs. Sharing the general benefits associated with mentoring will be helpful. However, providing the rehabilitation

counselors with comprehensive information on mentoring and its relationship to current issues within the field of rehabilitation counseling will be essential. Providing information on the job satisfaction and career motivation of mentored and non-mentored rehabilitation counselors will further explain the rationale for such supportive relationships. State agencies should also talk in depth with counselors about their needs and concerns and discuss how mentoring would assist in helping with these concerns. Providing comprehensive training and information sessions on the rationale of mentoring will be an important component of successfully orienting rehabilitation counselors to the concept of mentoring as well as beginning the process of incorporating such programs into the field of rehabilitation counseling.

Implications for Research

This is the first empirical study of this nature within the field of rehabilitation counseling. The goal was to generate interest in the research area and provide as many answers to questions as possible. It is hoped that this study will be the beginning of a line of research that addresses the issues of retention within the field regarding counselor motivation, satisfaction, and involvement in mentoring relationships. Future research projects that include larger samples of mentored and non-mentored counselors are needed to support the findings from the present study. This larger sample might also allow more in-depth understanding of potential differences in formal and informal mentoring programs. A more comprehensive study comparing several state agencies with formal mentoring against those without should also be studied in the future.

Gaining a more concrete understanding of how rehabilitation counselors define and perceive mentoring will also be a practical direction for research. The current

research study provided participants with a definition of mentoring. However, having an opportunity for rehabilitation counselors to define the concept would be beneficial in future research studies. This would allow for interdisciplinary comparisons as well as the opportunity for a comprehensive definition of mentoring within the field of rehabilitation counseling to be developed. Feedback regarding how rehabilitation counselors perceive mentoring will help researchers to develop more studies relevant to mentoring and its impact on rehabilitation counselors.

Supervision is an important component that assists in the development of competent and qualified rehabilitation counselors. The design and implementation of the supervisory process within the state vocational rehabilitation system has helped to enhance the critical thinking skills, psychosocial involvement and case conceptualization skills of counselors (Herbert, 2004b; Stebnicki, 1998). Mentoring addresses some of the same areas as supervision and can assist counselors in their personal and professional growth. However, distinct differences (e.g. levels of power, mandates for evaluation) exist between the two types of relationships (Darwin, 2000). Addressing the perceived differences in supervision and mentoring would also be a great additive to future research. Information gathered from research of this nature could assist in the orientation process and training of vocational rehabilitation counselors. Providing counselors with a solid foundation of knowledge regarding the mentoring process and how it is similar yet different from the supervisory relationship may increase participation in formal mentoring programs, general understanding of the mentoring process, and willingness to seek out mentors to assist with psychosocial and career-related needs.

Developing and implementing qualitative research studies related to mentoring within vocational rehabilitation system will be beneficial. Research designed with a qualitative methodology could better assist in gathering initial data to develop distinct research focal points and questions to further examine mentoring within the field. Focus groups or structured interviews would allow for probing by researchers and opportunities for mentored and non-mentored rehabilitation counselors to fully share their experiences of working within the state vocational rehabilitation system as well as their involvement in supportive relationships such as mentoring. For example, including qualitative questions allowing rehabilitation to describe their perceptions of the differences and similarities in mentoring and supervision will help to provide a greater distinction between the two relationships and offer greater insight for researchers.

Qualitative research will also allow for improved data regarding the factors impacting career motivation, job satisfaction, and intent to leave among mentored and non-mentored rehabilitation counselors. Research of this type will also assist in providing “more holistic and in-depth understanding of mentoring relationships” (Scandura & Pellergrini, 2007). Within the field of rehabilitation counseling, state vocational rehabilitation agencies would be the optimal starting point for such research.

Lastly, gathering data on the experiences and perceptions of mentors within the field of rehabilitation counseling can improve current research in this area. This study provides a glimpse into who is being mentored and outcomes associated with these relationships relative to career motivation, job satisfaction, and turnover. Having a body of literature within the field that includes mentors and information regarding their

experiences will only improve the knowledge base and understanding about the mentoring process and its role in state vocational rehabilitation agencies.

Conclusions

The mixed-methods design provided data to better understand the career motivation and job satisfaction of rehabilitation counselors involved in the study. This study identified factors that impact turnover within the field of rehabilitation counseling. As indicated by the study, involvement in mentoring relationships is not the only factor impacting rehabilitation counselor decisions to leave or remain employed within the state vocational rehabilitation system. These emergent themes included retirement, pay/benefits, opportunity of advancement, burnt out, personal/family issues, enjoyable/meaningful work, job security, and work environment. Findings did, however, suggest that counselors involved in mentoring relationships are less likely to leave their current position over the next five years. Further, protégés had significantly different perceptions regarding the level of importance of mentoring in making this decision.

Rehabilitation counselors involved in this study also reported that they are moderately to highly motivated and satisfied workers. Moreover, qualitative responses supported the participants' perceived levels of motivation and satisfaction. This is critical because rehabilitation counselors enjoy the work that they are doing with consumers. However, other issues (e.g. retirement, opportunities for advancement) are ultimately going to be the deciding factors impacting turnover. Addressing these concerns while continuing to understand what motivates and keep the counselors satisfied will be critical over the next five years. The incorporation of mentoring into the state agency system will be a major step in addressing and tending to these issues. As discussed, the infusion of

mentoring into succession planning may perhaps be a method used by state agencies as well.

In today's world of work, uncertainty among the American worker is higher than ever. Involvement in supportive relationships that provide workers with a renewed spirit and confidence is essential. Principles of rehabilitation counseling promote assisting consumers holistically. The same principles should exist in how state agencies approach issues regarding the work experiences of rehabilitation counselors. Whether psychosocial or career related, there are potential benefits from involvement in mentoring relationships. Understanding rehabilitation counselor needs and addressing them with diverse methods is necessary. This level of involvement can be beneficial to not only the counselor but also the agency. Further, it is hypothesized that motivated and satisfied counselors that plan on staying in their current position will better serve consumers. Understanding the nature of this working alliance between mentors and protégés would also be beneficial in the future. The current study was a beginning to better understanding the potential impact of mentoring and how to better incorporate mentoring while continuing to address the concerns of counselors and retention issues within state vocational rehabilitation agencies.

APPENDICES

Appendix A: Noe's Mentoring Role Instrument

5-point Likert Scale Responses

- 1 = Very Slight Extent
 - 2 = Slight Extent
 - 3 = Neutral
 - 4 = Large Extent
 - 5 = Very Large Extent
-

Psychosocial Functions of Mentoring

1. Mentor has shared history of his/her career with you.
 2. Mentor has encouraged you to prepare for advancement.
 3. Mentor has encouraged me to try new ways of behaving in my job.
 4. I try to imitate the work behavior of my mentor
 5. I agree with my mentor's attitudes and values regarding education
 6. I respect and admire my mentor.
 7. I will try to be like my mentor when I reach a similar position in my career.
 8. My mentor has demonstrated good listening skills in our conversations.
 9. My mentor has discussed my questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors or work/family conflicts.
 10. My mentor has shared personal experiences as an alternative perspective to my problems.
 11. My mentor has encouraged me to talk openly about anxiety and fears that detract from my work.
 12. My mentor has conveyed empathy for the concerns and feelings I have discussed with him/her.
 13. My mentor kept feelings and doubts I shared with him/her in strict confidence.
 14. My mentor has conveyed feelings of respect for me as an individual.
-

Career Functions of Mentoring

15. Mentor reduced unnecessary risks that could threaten the possibility of receiving a promotion.
 16. Mentor helped you finish assignments/tasks or meet deadlines that otherwise would have been difficult to complete.
 17. Mentor helped you meet new colleagues.
 18. Mentor gave you (or makes you aware of) assignments that increased written and personal contact with administrators.
 19. Mentor assigned responsibility to you that have increased your contact with people in the district who may judge your potential for future advancement.
 20. Mentor gave you assignments or tasks in your work that prepare you for an administrative position.
 21. Mentor gave (or request others to give) you assignments that present opportunities to learn new skills.
-

Appendix B: Day & Allen's Career Motivation Scale

5-point Likert Scale Responses

1 = None or Hardly Any

2 = Some

3 = Moderately

4 = Much

5 = Completely

Adapted from London (1993) and Noe et al. (1990)*
Career Insight
1. I have a specific plan for achieving my career goal. N
2. I have changed or revised my career goals based on new information I have received regarding my situation or myself. N
3. I have sought job assignments that will help me obtain my career goal. N
4. I have clear career goals. L
5. I have realistic career goals. L
6. I know my strengths (what I can do well). L
7. I am aware of my weaknesses (the things I am not good at). L
Career Resilience
1. I am able to adapt to changing circumstances. L
2. I am willing to take risks. (Outcomes with uncertain outcomes) L
3. I welcome job and organizational changes. L
4. I can adequately handle work problems that come my way. L
5. I believe other people when they tell me that I have done a good job. N
6. I have designed better ways of doing my work. N
7. I have outlined ways of accomplishing jobs without waiting for my boss. N
Career Identity
1. I am very involved in my job. L
2. I see myself as a professional and or technical expert. L
3. I spend free time on activities that will help my job. N
4. I have taken courses toward a job-related degree. N
5. I stay abreast of developments in my line of work. N
6. I have volunteered for important assignments with the intent of helping to further my advancement possibilities. D
7. I have requested to be considered for promotions. D

*L, Items from London's scale; N, Items from Noe's Scale, D, New Items.

Appendix C: Abridged Job Descriptive Index

The Abridged Job Descriptive Index (aJDI) could not be included due to copyright restrictions.

Please aJDI is available from

JDI Research Group
Bowling Green State University
Department of Psychology
Bowling Green, OH 43403
Phone: (419) 372-8247
jdi_ra@bgnet.bgsu.edu

Appendix D: Turnover and Impact of Mentoring Scales

Turnover

What is the likelihood that you will leave your current position within the next 5 years?

5- point Likert Scale Responses

- 1 = Definitely will leave
 - 2 = Probably will leave
 - 3 = Unsure
 - 4 = Probably will not leave
 - 5 = Definitely will not leave
-

Mentoring

Mentoring relationships are important in my decision to leave or remain employed within the state vocational rehabilitation system.

5-point Likert Scale Responses

- 1 = Strongly Disagree
 - 2 = Disagree
 - 3 = Undecided
 - 4 = Agree
 - 5 = Strongly Agree
-

Appendix E: Qualitative Question

Qualitative Question: Open-ended

What is the major reason why you may choose to leave or remain employed in your current position?

Appendix F: Demographic Questionnaire

For each multiple choice question, 'select/click' on the button next to or below your response. For open-ended questions, please type your answer in the box provided.

1. Age

2. Gender

Female

Male

3. Race/Ethnicity

African American

Asian American

Caucasian

Latino(a)

Native American/Pacific Islander

Other (please specify) _____

4. Highest Degree Held

Bachelors Degree

Masters Degree

PhD

5. In what area is your highest degree held?

Rehabilitation Counseling

Rehabilitation Psychology

Psychology

Social Work

Other Counseling Specialty (e.g. Guidance and Counseling, Mental Health)

Other Rehabilitation Specialty (e.g. Voc. Evaluation, Job Placement, Rehabilitation Services)

Other (please specify) _____

6. Current Job Title

- Rehabilitation Counselor
- Rehabilitation Assistant
- Rehabilitation Technician
- Supervisor
- District Manager
- Site Manager
- Other (please specify)

7. Credentials (check all that apply)

- Certified Rehabilitation Counselor (CRC)
- Certified Case Manager (CCM)
- Certified Disability Management Specialists(CDMS)
- Licensed Professional Counselor (LPC)
- Limited Licensed Professional Counselor (LLPC)
- Other (please specify)

8. Years in Position

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- Over 15 years

9. Current Salary

- Less than \$24,000
- \$24,000 to \$29,999
- \$30,000 to \$35,999
- \$36,000 to \$41,999
- \$42,000 to \$47,999
- \$48,000 or more

10. Size of Caseload

- <20 cases
- 21-40 cases
- 41-75 cases
- 76-100 cases
- 101-130 cases
- >130 cases

11. * Are you currently involved in a mentoring relationship as a protégé?

Note:

Mentoring is defined as "a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development" (Anderson and Shannon, 1988, p.40). A protégé is a less experienced employee who is trained and guided by a more experienced employee (Healy, 1997). Through this developmental process, opportunities are provided by a mentor to a protégé which, in turn, shapes the protégé's psychosocial and career experiences.

- Yes
- No

12. Currently, how many mentoring relationships are you involved in as a protégé?

|

Considering your most influential mentor, please answer the following questions.

13. Is your relationship with your current mentor a formal or informal relationship?

Note: "Formal mentoring relationships are developed, structured and endorsed by the employer and/or organization. Informal mentoring relationships are not managed or structured by organizations."

- Formal
- Informal

14. If you are involved in a formal mentoring program, who developed, structured and endorsed the program?

- Not involved in a formal mentoring relationship
- State Agency System
- District Office
- Other (please specify)

15. How long have you been involved in this mentoring relationship?

16. On average, how much time do you spend with this mentor per month?

- Less than 1 hour
- 1-3 hours
- 4-6 hours
- 7-9 hours
- 10 or more hours

17. Gender of this mentor?

- Female
- Male

18. Racial/Ethnic Background of Mentor? (check all that apply)

- African American
- Asian American
- Caucasian
- Hispanic/Latino(a)
- Native American/Pacific Islander
- Unknown
- Other (please specify)

19. Approximate age of mentor?

Appendix G: Survey Introduction and Informed Consent

Informed Consent Form

Introduction

Research exploring the underlying processes and impact of successful mentorship is lacking within the field of rehabilitation counseling. The purpose of this study is to contribute to the understanding of the impact that mentoring has on several factors (e.g. career motivation and job satisfaction) related to turnover among rehabilitation counselors employed within state vocational rehabilitation agencies. The objective of the present study is to begin to bridge the gap in existing literature by examining career motivation and job satisfaction as mediators of the relationship between mentoring and retention among state VR counselors

Procedures

Please complete the survey and the brief demographic questionnaire. Your participation will require about 15-20 minutes of your time. At the completion of the survey, you will be asked to submit your survey to the researcher.

Risks/Benefits

The risks in this study are minimal. As a result of completing the survey, you may experience emotional/cognitive reactions related to your personal experiences with mentoring. As a participant, you may gain insight into the role of mentoring in your personal and professional development. Further, insight can be gained into what factors may be influencing your levels of career motivation and job satisfaction an employee working within the state vocational rehabilitation system.

Confidentiality

This web-based survey is anonymous. This means that you can not be identified by the information you provide. Your identity can not be revealed in any report produced from this study. The research records will be stored in a secure, password protected computer file in the researcher's research office. Your identity will be protected to the maximum extent allowable by law.

Voluntary Participation/Withdrawal

Your participation in this study is voluntary. You may decide to or not to participate in this study. If you do participate, you may freely withdraw from the study at any time without penalty. You may also refuse to answer any particular questions.

Questions

If you have questions about the study, please contact Cozetta D. Shannon, Doctoral Candidate in Rehabilitation Counselor Education at Michigan State University, via e-mail shanno50@msu.edu or telephone (517-432-9619) or Timothy Tansey, Ph.D., Assistant Professor, Michigan State University, via e-mail ttansey@msu.edu or telephone (517-432-0273).

In case you have questions or concerns about your rights as a research participant, please feel free to contact, anonymously if you wish, Judy McMillan, Director, Human Research Protection Program, Michigan State University, by phone: (517) 355-2180, email: irb@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

If you would like to participate in this study, please click on the arrow below.

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