ABSTRACT

DEVELOPMENTAL NETWORKS: INFLUENCING THE EARLY CAREER CHOICES OF EMERGING ADULTS SERVING IN CAMPUS MINISTRY

by

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Emerging adults who serve in campus ministry following college graduation sacrificially give the early years of their careers to work that offers little likely career advancement. Mentors have historically provided development and professional guidance, especially during the early years of careers. The review of the literature revealed that paths toward adulthood and paths toward career advancement have become more erratic and include more transitions than in recent decades. Developmental networks or drawing from the collective influence of multiple mentors/influencers, emerged from the literature review as promising source of career support for emerging adults.

This study addresses how emerging adult staff members at University of Kentucky Christian Student Fellowship (CSF) are relationally influenced in their early career choices. The sampling included full-time campus ministry workers who were recent college graduates of emerging adult age. Fifteen semi-structured interviews were used in this qualitative study to determine how the imminent career choices of emerging adult campus ministry workers were influenced by people who provided personal and vocational support.

The findings suggest that CSF staff receive immense support within their networks, who primarily consist of other CSF staff or family members. However, the support generally provides far more personal than explicitly vocational development. Few staff members have solidified career plans, but this is a very common trend among emerging adulthood in developed nations.

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by

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CHAPTER 1

NATURE OF THE PROJECT

Overview of the Chapter

Chapter one provides a framework for the research project. The chapter begins with a personal introduction of the researcher. Next, a statement of the problem is given, along with correlating research questions that guide the entire research project. A rationale for the project describes why the research is significant. Key terms are defined that help the reader better understand the research. The remaining chapters are introduced briefly.

The summary of chapter two addresses the literature view. The synopsis of chapter three gives a preview of the research methodology. The preview of chapter four provides an overview of the data collection methods. The fifth and final chapter summary covers the data analysis process. Finally, an overall project overview provides the reader with a broad view of the research project.

Personal Introduction

I serve as Pastor to Staff at the University of Kentucky Christian Student Fellowship. My responsibilities at Christian Student Fellowship (CSF) included overseeing a staff of 30-40 emerging adults who are mostly recent college graduates from the University of Kentucky. Most of these staff members stay for 2-4 years before pursuing their vocational goals elsewhere. Some will go on to serve in full-time vocational ministry, and others will leave CSF and move on to graduate school or work outside of traditional professional ministry.

Much of my adult life has been invested in mentoring young adults, particularly college students and recent graduates. Consistently, I find that young adults are completely overwhelmed by determining their vocational plans. The seemingly endless options bring more confusion than comfort and more perplexity than peace. The open sea of possibilities can actually be arresting to some, and they fail to walk forward.

Some staff members may desire to go on into professional ministry, but they have few connections or goals outside the walls of our non-denominational campus ministry. Conversely, others may desire a secular career, but their years at CSF distance them from the academic programs they completed. The ministry work may not naturally bridge into careers in their fields.

My role as pastor to staff includes mentoring the staff and helping them with vocational discernment, as well as exit strategies when their time at CSF ends. The research revealed that a collection of mentors provides the best support for budding careers. The saying "it takes a village to raise a child" was popularized by Hillary Clinton's 1996 book, *It Takes a Village*. The origins of the saying are vaguely African, but any specifics are uncertain (Goldberg 151). Regardless of the source, there is truth in the idea that people are best formed and prepared for life in community.

Staff members live sacrificially in order to serve at CSF. This project serves to help me learn and apply mentoring practices in my context so that the staff do not fall behind in career development while serving at CSF. The findings are easily applicable in other contexts where emerging adults are employed semi-permanently or employed under conditions not intended for long-term placement such as internships, campus ministry, mission agencies, and the like.

Statement of the Problem

Career choices are some of the first and most significant decisions that young adults make independently. Career decisions and career exploration are more complex than ever with globalization and the advance of technology opening up endless possibilities. Few emerging adults are equipped with the experiences and relationships needed to explore and launch careers in the unfamiliar and ever-evolving professional world.

Mentoring has a long history of helping to guide and launch the careers of the young. However, standard mentoring practices that involve one mentor and one mentee within one organization may not work for emerging adults of today. They need broader knowledge and skills than one person can provide, and the rate of transition makes a long-term employment alongside a mentor unlikely. The erratic nature of emerging adulthood coupled with the rapidly evolving nature of the workplace means that mentors are needed more than ever. However, the delivery system for mentoring needs some contextualizing to help emerging adults to thrive in postmodern professional environments.

Purpose of the Project

The purpose of the research was to determine the effective components of developmental networks on imminent career choices among staff at Christian Student Fellowship at the University of Kentucky.

Research Questions

The following questions guided the research to determine the effective components of developmental networks on imminent career choices among volunteer staff at Christian Student Fellowship at the University of Kentucky.

Research Question #1

What influential relationships are currently influencing the imminent career choices of CSF staff?

Research Question #2

How far have UKCFS staff progressed in developing a S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Timely) career plan?

Research Question #3

What is the correlation between the influential relationships and career planning?

Rationale for the Project

Many count the twenties as a "throwaway" decade that does not really count toward the rest of life. However, this third decade is a time when the groundwork for adult life is instituted and professional foundations are established. In the introduction to her book *The Defining Decade: Why Your Twenties Matter, and How to Make the Most of Them Now*, Meg Jay warns against wasting the decade of the twenties. Jay describes the twenties in this way:

> The twenties are an up-in-the-air and turbulent time, but if we can figure out how to navigate, even a little bit at a time, we can get further, faster, than at any other stage in life. It is a pivotal time when the things we do -- and the things we don't do -- will have an enormous effect across years and even generations to come.

The intent of the research was to find ways to maximize the fertile years of career and personal development for campus ministry staff. Rather than squandering critical developmental years during a critical developmental decade, twentysomethings could seek out developmental opportunities and relationships. Mentors can be especially beneficial when they nudge young adults toward small, impactful decisions that can continue to influence their quality of life for decades.

The challenge for staff at CSF was that their careers were often on hold while they served in campus ministry for a few years following college graduation. Careers had the potential to suffer long-term when staff were not intentional with career development while at CSF. Research demonstrates that the first few years of a career had long-term professional impact (Higgins and Thomas 240). The staff were recent college graduates who had pressed pause on their original career plans in order to work in campus ministry. While they served at CSF, connections with their intended professions may be weakened. Paths to desired future careers may have become confused by the time they move on from campus ministry. This research project was intended to determine how relationships impacted career choices through mentoring and developmental influence so that the long-term career goals of staff members were supported.

The ancient practice of mentoring helped to launch and grow careers but needed some retooling for increased effectiveness in the postmodern context. The nature of the workplace has undergone some major shifts in recent decades. A production-based economy was replaced by an information-based economy, which required a more diverse professional skill set than was necessary in past generations. Emerging adults must develop in many aspects simultaneously to stay competitive in the job market. The

developmental network emerged as a viable option to update the form of mentoring for a new generation and a new global economy.

The usefulness of a developmental network in career development addresses two significant issues. First, the developmental network had potential to be efficient as a mentoring method. The developmental network concept placed the burden for building and maintaining career mentoring relationships on the protégé rather than on the organization. This created efficiency for the organization who delegated the brunt of mentoring responsibility to the mentees.

Second, the developmental network is versatile in allowing protégés to easily adjustment the circle of mentors or influencers who shaped their lives and careers. An emerging adult who learns to assemble and utilize their own developmental network is equipped to add and subtract mentors according to their interests and needs at any given moment. The flexibility of this type of mentorship was an especially good fit for emerging adults, whose lifestyles were marked by rapid transition and instability.

Ultimately, the tradition of older generations raising up the younger generations of leaders had strong Biblical and theological support as seen throughout the Old and New Testaments. Specifically, Titus was a protégé of Paul, but Paul insisted that his young friend not be scorned for his youth, but instead to live and serve the church in an exemplary way (*The Holy Bible, New International Version*, 1 Tim. 4:12). Moreover, the apostolic style of leadership that was prevalent in the New Testament catalyzes the gifts and influence of many, much like the developmental network.

Definition of Key Terms

To provide clarity to the reader, some key terms are defined below.

S.M.A.R.T. Career Plan

A career plan that is Specific, Measurable, Attainable, Relevant, and Time-bound is a S.M.A.R.T. career plan. S.M.A.R.T. goals were introduced in 1981 by G. T. Doran and colleagues (35-36). In the subsequent decades, innumerable leaders in diverse fields have popularized the use of S.M.A.R.T. plans with slight variations as a widely accepted standard for goal setting.

Developer/Influencer

For the sake of this study, a developer or influencer (used interchangeably) is a person who provides personal support or psychosocial support to a protégé, particularly in the area of career development.

Developmental Network

A developmental network is a group of people who are understood by a protégé as aiding with development through giving career or psychosocial support (Higgins and Kram 269). Developmental networks are a curated set of mentors who function as a "personal board of directors" (Barrington, Khidekel 67) or a "personal board of advisors" (Shen et al. 81-90).

Delimitations

The participants in the study are all staff members of Christian Student Fellowship at the University of Kentucky. During the 2019-2020 school year, CSF has 36 staff members. Two of the staff members were beyond emerging adulthood in age and life experience, and therefore have already launched their careers. These were not

included in the study. Of the remaining staff members who agreed to participate, 15 workers were randomly selected for inclusion in this study.

Review of Relevant Literature

In approaching the literature for review, the expectation was to find a cohesive body of research on mentoring. The volume of research on mentoring was quite extensive. However, the nature of the research is rather chaotic and nonscientific. More than fifty academic definitions of mentoring exist (Crisp and Cruz 527). The definitions were so drastically inconsistent that the body of research lacked extensive usefulness.

Much of the research separated the fields of academic mentoring and career mentoring. Another major division of research was between mentor experiences or protégé experiences. Finally, formal mentoring and informal mentoring were divided in the research. Unfortunately, a large amount of the research did not specify what type of mentoring was included within these major categories. When possible, I focused on career mentoring. I also included research on mentoring in higher education because the staff members in the study are recent college graduates who are employed in immediate proximity to a college campus and could presumably be influenced by academic relationships. The research was mainly quantitative. Qualitative data was underrepresented (Allen et al., "The State" 348).

The research on spiritual mentoring also lacked any observable cohesion. Some associated spiritual mentoring with spiritual direction (Anderson and Reese). Others equated spiritual mentoring with discipleship (Campbell). Still another offered a broad view on the mentor's "distinctive role in human becoming" that included relating to self, others, and God (Parks 166).

After reviewing the literature, the developmental network emerged as the most viable method of mentorship for emerging adults. Developmental networks consist of multiple relationships rather than traditional or formal one-on-one relationships between an older, more experienced mentor and a younger, less experienced protégé. In a developmental network, a protégé intuitively or intentionally assembles a group of people to provide career support according to their perceived developmental needs and career goals. The developmental network is "rigorously informal" (Murphy and Kram, *Strategic Relationships* 1), and the protégé is responsible for creating and driving the developmental relationships that aid in pursuing personal career goals.

The second major area of research within the literature was emerging adulthood. The literature revealed qualities of emerging adulthood that made the developmental network a strong method of mentorship for emerging adults. Emerging adults experience an excessive amount of transition and exploration before age thirty. Frequently changing careers, emerging adults often do not stay in jobs long enough to develop long-term, formal mentoring relationships that were more common in former generations.

In addition to the emerging adults' career approach, the American workforce has undergone changes that also make the developmental network appealing. Developmental networks help workers gain the diverse skill sets that are necessary in an information-based economy. The production-based economy of the past allowed for a narrower skillset that allowed workers to progress through predictable patterns of career advancement, often within one organization for an entire career. In the economic climate of today, workers need a varied set of hard skills and soft skills to help them advance in

career paths that typically include frequent job transitions, and even changes in career fields. This complicates the career journey over a lifetime.

Research Methodology

The research project required understanding the developmental relationships and career goals of staff at CSF. Narrative research methodology was used in this qualitative research project. Semi-structured interviews were conducted using a purposeful sample (Sensing Loc. 2232). Fifteen staff members were randomly selected from those who responded to an invitation to be interviewed. The interview questions were included in Appendix A. The semi-structured interviews consisted of thirty primary questions. The interviews were conducted in person and in a private office. Audio recordings were made during the interviews.

Type of Research

The research project was qualitative, utilizing a narrative research methodology. The research included semi-structured one-on-one interviews that were designed and conducted by the researcher. The interviews were used to collect data on the developmental relationships and career plans of the participants. The narrative research methodology used in this project allowed for the exploration and explanation of how developmental relationships shape early career choices. The qualitative data collected in the interviews was analyzed, and that research findings emerged from that analysis.

Participants

The research participants were staff members at the University of Kentucky Christian Student Fellowship. CSF campus ministry staff was chosen because it represented a large group of people who were launching their careers, many into

ministry. The staff were primarily young adults who recently graduated from college. Only full-time staff members were interviewed. Part-time staff were excluded because often their careers are already launched.

Instrumentation

The data collection utilized semi-structured interviews (see Appendix A). The fifteen interviews provided qualitative data. I utilized thirty semi-structured interview questions which aligned with the purpose of the research and the three research questions. The semi-structured interviews were researcher-designed and researcher-conducted. I conducted the semi-structed interviews one-on-one.

Data Collection

I collected the data for the study of developmental relationships by interviewing fifteen full-time staff members at CSF using a semi-structured protocol. I conducted and audio recorded the interviews in-person in a private office. Finally, I organized the transcriptions for analysis.

Data Analysis

Analysis of the qualitative data that was collected through semi-structured interviews was executed through repeated, systematic reading of the transcripts. Finding themes involved a "sorting, organizing, and indexing of the material that enables [the researcher] to locate internally consistent patterns that often fit within existing knowledge" (Sensing Loc. 4655).

A thematic analysis was utilized, "a process that involves coding and then segregating the data into codes data clumps for further analysis and description" (Glesne

147). The five-step process outlined by Ellen Taylor-Powell and Marcus Renner served as a basis for the analysis process (1-10).

Generalizability

The significance of this project is its potential application in many varied contexts. Many campus ministries across the country rely on recent graduates to serve as staff members and ministers on campus. Understandings that were discovered in this research are transferable to other campus ministries to help their staff move on gracefully and enjoy flourishing careers. The research will allow campus ministry leaders to gain knowledge and skills in promoting developmental networks as a method of career mentoring.

A key is that the developmental network is the responsibility of the protégé. Aside from providing a training session, minimal hands-on management of the mentoring process is required from the organization. In this model, very little investment of time or money is needed from institutions to promote developmental networks as part of their career development initiatives for staff. Therefore, most organizations could provide this type of program, regardless of their resources.

The beauty of the developmental network is its versatility. Each protégé creates and recreates a custom fit for their own developmental network to meet personal needs as they evolve. While the developmental network may be created during the immediate post-college years as part of career exploration, the same principles easily apply throughout life for the protégés as they make the inevitable career decisions.

Project Overview

Chapter two is a review of the existing literature, with emphasis on mentoring and emerging adulthood. Chapter three describes the research methodology. Each research question is reviewed. The alignment of the research questions and interview questions is documented. A description of the context and research participant is given. Instrumentation along with the reliability and validity of the instruments are included. Chapter four is a review of the evidence for the project. Chapter five gives a report on the findings of the research project.

CHAPTER 2

LITERATURE REVIEW FOR THE PROJECT

Chapter two is a review of the literature. The problem is that long-term careers may be forestalled if young adults do not develop professionally in their first few years after college. The literature reveals mentoring practices that may be most helpful for emerging adults in early career stages. Biblical and theological foundations for mentorship are reviewed. Next, emerging adulthood literature is reviewed, revealing distinct qualities and needs during the third decade of life.

Finally, mentoring research is reviewed. In the literature, the developmental network emerges as an ideal format for mentoring emerging adults in the career climate that exists today. The functions of mentors are explored. Then, research on the mentoring process is reviewed. Lastly, benefits of mentoring for the mentor, protégé, and organization are reviewed. The review of the literature begins with biblical and theological foundations.

Biblical Foundations

The practice of mentoring is not explicitly mentioned in the Bible. However, mentorship functions were easily discernible in both the Old and New Testaments. Many Biblical examples of mentoring by prominent figures are found in the Biblical narrative. This study reflects on Moses and Paul as mentors.

At a time when Moses was overwhelmed with leadership responsibilities, Jethro intervened and reminded Moses of the wisdom in delegation (Exod.18.13-27). By coaching Moses on how to lead wisely, Jethro demonstrated the role of mentor. Later in his life, God commanded Moses to strengthen and encourage Joshua in preparation to

take over the leadership of Israel (Deut. 3.28). Moses was invested in by a member of an older generation, and he also mentored a member of a younger generation.

The relationships Paul shared with Timothy and Titus was intimate and multi-faceted. In his letters, Paul referred to both Timothy (1 Tim. 1.2) and Titus (Tit. 1.4) as children in the faith. In Timothy's life, Paul functioned as a self-described spiritual father, a mentor, a partner and supervisor in ministry, a companion, a teacher, a friend. (Dunn and Sundene 68). Possibly, Paul became close to Timothy and Titus because they traveled to do ministry together on the missionary journey (Gal. 2.1). In spite of the absence of the label of mentoring in the Bible, these and other biblical examples of mentoring relationships exist.

Theological Foundations

Interpretation and understanding of scripture provide the theological foundations for this research project. The relationship patterns found within the Trinity, Jesus' ministry, and Paul's apostolic ministry inform current developmental relationships when they are built in a faith-based framework.

Trinitarian Relationships

The interactions of Father, Son, and Holy Spirit are a model for interpersonal relationships. The relational essence of humanity flows from God, who is by nature relational, existing in three persons. Humans are created for relationships, in the image of the Creator God. The Godhead exists in perfect unity between the Father, the Son, and the Holy Spirit. *The Dictionary of Early Christian Belief* offers that Athanasius surmised that the familial titles indicate relationship, saying that "the word 'father' indicates an association between [Father and Son]" (Bercot 656). Without a Father, there is no Son.

Without a Son, there is no Father, and the essence of the Spirit describes his relationship to the other members of the Trinity (Seamands 34).

The Trinity is reflected in the very essence of human life. A person cannot exist without parents, so where one person exists, with certainty at least two more people exist (Kinlaw). Maybe: There is no 'one' except there are three. A child becomes through the action of a man and a woman, sperm and egg. They are three, but even if divided by the circumstances of life, these trinities are experienced as deeply meaningful to each person. By divine design, people are inextricably bound to one another, and no person can come into existence alone. Although many aspects of the late modern context test the boundaries of individualism, people do not thrive in isolation. Connection between people and generations is foundational to life and to understanding God who is the Creator of life. Jesus models a richly connected life with his followers.

Relationships of Jesus

The ministry of Jesus can be observed in varied degrees of intimacy and access. Definite inner and outer circles exist around Jesus. The model of ministry that Jesus used is quite clear and reproducible.

First, at the outer edges were the crowds. These masses heard Jesus preach, were witnesses to public miracles, and may have belonged to groups that were impacted by the Good News (Matt. 2.23-26; John 10.40-41, 12.9-12; 5.15, Luke 9.11). Some crowds opposed Jesus (Luke 23.1-25; John 7.12), and others honored him (John 12.12-19). However, Jesus frequently evaded the crowds and pursued closer relationships, especially with his twelve disciples.

Second, Jesus had the twelve. His close friends and co-laborers. These disciples were called and set apart, and the boundary of this group was very clear (Matt. 10.1-4; Luke 6.12-16). There were no mysteries about who was included and who was excluded from this group. These twelve interact with Jesus daily, informally and intimately. They often shared meals (Mark 14.12-25, Luke 24.28-35). They were present in the crowds when he preached, but also privy to more private conversations in which Jesus spoke plainly, unveiling some of the mystery of his parables and teachings (Mark 4.34; Matt. 13).

Finally, from within the twelve, Jesus related most intensely with three: Peter, James and John. More attention and time were devoted to these three than to the other nine. Jesus was with Peter, James, and John more privately and frequently than with the remaining disciples. Peter, James, and John were with Jesus during key moments such as the transfiguration (Matt. 17.1-2), the healing of Jarius' daughter (Luke 8.51), and Jesus' experience in the garden of Gethsemane the night before He gave up his life (Matt. 26.37-38).

Jesus did not resist leaving some out so that he could relate more closely with others (Reid and Robinson 16). The developmental network is made up of a series and close and more distant relationships, which is consistent with Jesus' patterns of relating. Each level of intimacy has qualities that serve specific functions.

Apostolic Patterns

Vine's Expository Dictionary of New Testament indicated that the word *apostle* is derived from the Greek word *apostolos*, which meant "one sent forth" ("Apostle," def 1). Scholars agree that Paul has two distinct meanings for apostle, one indicating divine

authority, and the other more non-technical (Reid et al. 45). Simply put, the distinction is between an apostle (one who serves in the office of apostle), as contrasted with a person who simply operates with apostolic gifts or in an apostolic manner.

As Paul made the apostolic rounds on his missionary journeys, he developed relationships with many church leaders that exhibited qualities of mentorship. Timothy and Titus shared a mobile, apostolic ministry with Paul, and he seems to train them while on-the-go. He instructs Timothy and Titus and provides fatherly encouragement, empowering them to become integral in establishing the early church.

Paul's letter to Timothy describes a method of leadership development that bears resemblance to the development network. As the early church was established, Paul thinks beyond Timothy, even as he is teaching Timothy. Paul says, "the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others" (2 Tim. 2:2). This interaction reflects a collaboration of relationships through which the faith is safely passed on. Paul teaches Timothy "in the presence of others," which indicates that Paul and Timothy are involved in some sort of community life where many are being taught or mentored (Reid and Robinson 28-29). Here Paul is directing Timothy to pass the message on to others, especially those who are "qualified to teach others" so that the message can be spread continually from person to person.

The biblical and theological support for developmental networks is clear. Generational investment is evident throughout scripture. Contextual investigation was the next step. How does the current milieu receive mentoring? What principles are transferable and what must be let go? An informed understanding of the current

generation was needed to best apply mentoring principles. Research into the process of becoming an adult within the postmodern, Western context was necessary.

Emerging Adulthood

The concept of adulthood dramatically shifted in the last half century. Among middle-class people in industrialized nations, a new norm emerged, extending the period of transition from adolescence to adulthood (Côté, “The Role of Identity” 118; Schwartz et al. 202; Arnett, "Emerging Adulthood: Understanding” 4). Jeffrey Arnett, a developmental psychologist, coined the term “emerging adulthood,” whereby he proposed a new theory of a developmental stage from the late teens through the twenties, with foci around ages 18-25 (Arnett, "Emerging Adulthood: A Theory"). In his seminal work, “Emerging Adulthood: A Theory of Development from the Late Teens Through the Twenties,” Arnett makes a case through empirical evidence that emerging adulthood is neither adolescence or young adulthood, but is instead a distinct stage of development between the two (473-474). Arnett’s theory of emerging adulthood built on the prominent theories of stage development that was popular throughout the twentieth century (Arnett et al., *Debating Emerging Adulthood* 122).

Not all developmental scientists agree with Arnett’s theory. Opposition to ‘stage theory’ is earned in part by its rigidity. Leo Hendry and Marion Kloep oppose the stage theory of human development and deny a stage of emerging adulthood. Their primary objection is that stages are descriptive, not explanatory; stages describe cultural norms in any given place and time but fail to explain the process of human change (Arnett et al., *Debating Emerging Adulthood* 7). Rather than stages of development, Hendry and Kloep conceptualize developmental change through focus on the processes and mechanisms that

define individual changes that make up development (53). Stages are believed by Hendry and Kloep to be too linear and simplistic, failing to account for the complex human experience across many realms, such as emotional, physical, cognition, behaviors, and skills that may have varying rates of growth and regression (Arnett et al., *Debating Emerging Adulthood* 7).

Even so, emerging adulthood seems to have become the norm for young adults aged 18-30, with emphasis on ages 18-25 (Arnett, "Emerging Adulthood: A Theory"). The central goal of emerging adults is gaining the skills and resources necessary to "stand on their own two feet" (Arnett, "Learning to Stand Alone" 295-313). Certain patterns existed in the lives of emerging adults. Arnett proposes five distinctives of the emerging adult experience: identity exploration, instability and transition, inward focus, self-identification as not-entirely adult, and abundant possibilities (Arnett, *Emerging Adulthood: The Winding Road* 8).

Identity formation begins in adolescence but intensifies during emerging adulthood (Arnett "Emerging Adulthood: A Theory" 473). Identity serves as "the foundation for the behavioral, affective, and cognitive commitments to career, relationships, and political and religious belief systems that will be made in adulthood" (Broderick and 346). Development of identity is understood to be a complex process that occurred over time.

During exploration, many potential future roles are "tried on" without commitment (Arnett, "Emerging Adulthood: A Theory" 473). Identity exploration is a clarifying process where a person incrementally discovers who they are and who they desire to become (Berman et al. 513; Arnett, *Emerging Adulthood: The Winding Road* 8).

Erik Erikson identified that love and work are the two areas of primary exploration that contribute to identity development (*Identity and the Life Cycle* 100-101). Work and family are found to be "the universal features of human life" in all societies (Levinson 45). More about love and work in identity exploration are covered further in the research.

In addition to identity exploration, emerging adulthood is characterized by instability and transition. Freedom and flexibility often mean excessive amounts of change for emerging adults (Arnett, "Emerging Adulthood: A Theory" 469). Frequent transitions are markers of emerging adulthood (Arnett, *Emerging Adulthood: The Winding Road* 8). Numerous transitions in living arrangements, jobs, educational pursuits, and relationships are common during the emerging adult years (Arnett, "Emerging Adulthood: Understanding" 7-9). Emerging adults move residences more than any group, and often do not know where they will be residing within the year (Arnett, *Emerging Adulthood: The Winding Road* 11). Transition that is complex, disruptive, and often messy is a major component of emerging adulthood (Smith and Snell 34).

Most emerging adults have dreams for the future, but typically make multiple revisions to the plan as they explore identities, learn about themselves, and incorporate their new-found self-knowledge into their life plans (Arnett, *Emerging Adulthood: The Winding Road* 10). Much of the stopping, failing, and restarting in this transitional period is tied to failures and successes in an erratic process where adult role skills are accumulated (Smith and Snell 35). With such rapid change, life patterns are fairly erratic in emerging adulthood.

In addition to the identity development and rapid transition that are prominent during emerging adulthood, a strong inward focus is also common. During emerging adulthood, the focus is on the future and personal preparation for life ahead (Arnett, *Emerging Adulthood: The Winding Road* 8). Time, energy, and resources are often used at the discretion of the individual rather than mandated by the needs of others during emerging adulthood (Smith and Snell 280). In her research and writing about young adults, Jean Twenge painted the generation as overindulged and narcissistic (Twenge *Generation Me* 4). However, Arnett disagreed with her assessment of "Generation Me," and instead preferred the term "Generation We" to describe the generosity and potential of the emerging generation (Arnett "The Evidence for Generation We" 5). Arnett describes the focus on the self during emerging adulthood as "normal, healthy, and temporary" in preparation for future roles that will support others (Arnett, *Emerging Adulthood: The Winding Road* 13).

Emerging adults believe they must learn to live independently before taking on roles where others depend on them. By focusing on themselves, emerging adults hope to gain life skills necessary to take on more permanent roles in love and work (Arnett, *Emerging Adulthood: The Winding Road* 14; Arnett, "Emerging Adulthood: Understanding" 10). In previous generations, the transition from being dependent to being depended upon was abrupt, and much of the work of identity formation was accomplished during adolescence (Arnett, "Emerging Adulthood: Understanding" 8).

Research shows that development generally follows a sequential pattern in emerging adulthood. First, dependence on others is experienced in adolescence. Next, an emerging adult works toward self-sufficiency through intense self-focus. During this

period, the influence brought on by the demands of others loosens (Smith and Snell 280). The young adult focuses all energy and resources on themselves, with little responsibility to others. Most intend to later take on roles where others depend upon them, but they feel a strong impulse to separate and stand alone (Arnett, “Emerging Adulthood(s): The Cultural Psychology” 267). Only after learning to stand alone does an emerging adult feel ready for the transition to adulthood (Arnett, “Learning to Stand Alone” 312-313). Finally, there is a transition to adulthood and roles that require inter-dependence with others. Self-focus that is a primary state during emerging adulthood is tempered as adult responsibilities mandate that others receive attention (Arnett, *Emerging Adulthood: The Winding Road* 12). The research suggests that markers of emerging adulthood included identity formation, instability, and inward focus.

The struggle toward adult self-identification appears to be a major feature of emerging adulthood. The concept of adulthood is subjective (Arnett “Emerging Adulthood: A Theory” 471), and one of the markers of emerging adulthood is feeling neither fully adult nor fully adolescent. Perhaps one of the strongest arguments for the validity of emerging adulthood as a unique stage is the ambivalence of this group about their own adult status (Nelson and Barry 243).

Adulthood is achieved gradually, which may contribute to the feeling of between adulthood and adolescence (Arnett, *Emerging Adulthood: The Winding Road* 15; Arnett, "Emerging Adulthood: Understanding” 12). Abrupt, definite events such as graduation or marriage once signaled the start of adult life, but current markers of adulthood are much more subjective and more gradual (Arnett, "Emerging Adulthood: Understanding” 12; Nelson and Barry 255-256). The National Opinion Research Center produced a 2003

study that conflicted, indicating that adulthood was achieved abruptly through defining events including the completion of education, starting full-time work, financial independence, and capability of supporting a family (Smith, "Coming of Age In 21st Century America" 5). However, Arnett argues that a flawed research methodology likely produced the contradiction (Arnett, "Emerging Adulthood: Understanding" 12). The gradual pace is partly due to attitudes toward adulthood.

Many emerging adults enter adulthood with a sense of reluctance (Arnett, *Emerging Adulthood: The Winding Road* 6; Arnett, "Emerging Adulthood(s): The Cultural Psychology" 271). They have plans to eventually settle down into long-term career and family roles, but not yet (Arnett, "Emerging Adulthood(s): The Cultural Psychology" 271). Research shows that a more resolved, settled identity moves a person toward adulthood (Nelson and Barry 255). Erikson describes the process of entering adult identity when "a variety of social roles become available and, in fact, increasing coercive" (Erikson, *Childhood and Society* 235). For enduring commitments to be made, a person must eliminate some of their future options and settle into more permanence. Subjective self-identification as an adult is a major marker of emerging adulthood, in addition to identity exploration, frequent transitions, and a strong inward focus.

The last key indicator of emerging adulthood as revealed in the research is abundant possibilities. Emerging adulthood is described as pregnant with possibility, and the presence of abundant options for the future is one of the five major markers of emerging adulthood (Arnett, *Emerging Adulthood: The Winding Road* 8). Fewer limitations for future possibilities exist for emerging adults than at any period later in life. (Arnett, "Emerging Adulthood: A Theory" 469; Arnett, "Emerging Adulthood(s): The

Cultural Psychology" 271). In this season of loosened family of origin ties and few commitments to new obligations and people, emerging adulthood holds seemingly endless options for life paths (Arnett, *Emerging Adulthood: The Winding* 16).

The abundant possibilities of the future are generally viewed through rose-colored glasses. Young people anticipate their futures with great optimism (Smith and Snell 36). For the imagined future, an emerging adult generally pictures "a well-paying, satisfying job, a loving, lifelong marriage, and happy children who are above average" (Arnett, *Emerging Adulthood: The Winding Road* 16). The naive optimism is due in part to the lack of life experience. As the reality of disappointment sets in, emerging adults will realize that careers and relationships are oftentimes messy and unscripted.

Part of the work of emerging adulthood is making thoughtful, intentional decisions about which direction to take in life. As life moves on and more decisions are made, the enduring choices eliminate some possibilities (Arnett, "Emerging Adulthood: A Theory" 474). Ultimately, the paths of emerging adults resist change as more enduring choices are made in love and work (Arnett, *Emerging Adulthood: The Winding Road* 16).

In conclusion, five key characteristics of emerging adulthood have emerged: identity exploration, manifold transitions, an inward focus, self-identification as between adolescence and adulthood, and a life full of abundant possibilities (Arnett, *Emerging Adulthood: The Winding Road*).

Next, the research covered the major arenas where these elements of emerging adulthood are most prominently presented – love and work. Erikson determined that love and work were two major areas of identity formation (*Identity and the Life Cycle* 100-

101). Similarly, Sigmund Freud suggested that love and work were the means by which people "strive to gain happiness and keep suffering away" (732). Likewise, Daniel Levinson identified love and work as the two areas in which life structures for the future were built (82-83). Changing cultural norms impact how emerging adulthood is experienced in professional and personal development.

Emerging Adults at Work

The current conditions of the Western workplace have come to bear on the outplaying of emerging adulthood within the professional realm. The current conditions of the western workplace impact the unfolding of emerging adulthood toward professional life. Work is important in identity because it determines economic status (Pascarella and Terenzini 449-456). Work also provides the context for future dreams as well as the means through which those aspirations are pursued (Levinson 45). Rather than simply earning money, emerging adults question how their vocational choices might provide them a preferred future, seeking jobs that move them toward a career well-suited to their temperament and rich with resources (Arnett, "Emerging Adulthood: A Theory" 474). Unrealistically high hopes for their work lives has sent emerging adults on turbulent vocational paths in pursuit of the elusive dream job.

Research shows that Americans have an average of seven jobs between ages 20 and 29 (Arnett, "Emerging Adulthood(s): The Cultural Psychology" 256). In a survey of 2007-2008, college graduates who never enrolled in graduate school have an average of two jobs in the four years following graduation. Sixteen percent of the non-enrolled graduates held three jobs, and eleven percent had more than three jobs (Cataldi et al. 3).

The rapid transitions in jobs is partially due to unrealistic expectations that a job will perfectly match the personality and identity of the emerging adult worker.

Employers were generally more interested in workplace productivity than fulfilling the idyllic wishes of young employees, which disappoints emerging adults and frustrates supervisors from whom so much is expected (Arnett, “Emerging Adulthood(s): The Cultural Psychology” 270). Emerging adults often fall victim to their naivety. They are massively optimistic, and they often interpret disappointment as a fleeting fluke on the path to an ideal future (Arnett, "Emerging Adulthood: Understanding” 13). Eventually, as emerging adults approach adulthood, they no longer require identity-based work to the same degree, and instead will loosen their ideals and remain in stable work that they hope might lead to greater fulfillment in the future (Arnett, “Emerging Adulthood(s): The Cultural Psychology” 271).

While some particularities of emerging adulthood contribute to frequent job transitions, macro-level changes in the economy and workforce also contribute to the turbulence. In the introduction to *The World is Flat*, Thomas L. Friedman describes a 21st century where “more people can plug, play, compete, and collaborate with more equal power than ever before” (x). With less distance perceived between people in differing levels of hierarchy, different organization, or ever different fields, the workplace is altogether different. Gayle Baugh and Ellen Fagenson-Eland describe boundaryless careers where transition and relational connectivity is common between organization (950).

Emerging Adults and Relationships

Love is the area of identity formation. Love relates to how we operate in relationships, as well as to defining roles that are taken on in the family. According to Erikson, work is one of two major areas of identity formation for young adults (*Identity and the Life Cycle* 100-101).

Social expectation of taking on permanent adult roles in the family no longer exists for emerging adults in their twenties, allowing time for exploration including various romantic relationships (Arnett, "Emerging Adulthood: Understanding" 8; Arnett, "Emerging Adulthood: A Theory" 469; Côté, *Arrested Adulthood* 43). In every industrialized society, the median age of marriage sharply rose from the 1960 until leveling in the mid-1990s (Arnett, "Emerging Adulthood: Understanding" 5). Catastrophic breakups that negatively impact mental health are often part of emerging adulthood, especially for females (Smith and Snell 61-62).

Although most emerging adults have the same life goals of marriage and parenthood as previous generations, they savor their freedom and do not wish to rush into those enduring roles (Dunn and Sundene 28; Smith and Snell 56; Arnett, *Emerging Adulthood: The Winding Road* 6). Furthermore, the expectations for marriage have shifted from utility and necessity to romance and preference, and people are willing to wait on an ideal match (Arnett, "Emerging Adulthood: A Theory" 473; Arnett, "Emerging Adulthood(s): The Cultural Psychology" 269).

Emerging Adults and Higher Education

While love and work have become less utilitarian, education at the same time has become more utilitarian. Formal learning once was for the sake of a broader perspective.

Currently, however, education has become pragmatic, a necessary step toward a lucrative career which can ensure stability and material comfort in the future (Smith and Snell 54). While the larger function of higher education deteriorated, the need for higher education became more essential.

As an economy moves from production to service, information, and technology, the necessity of higher education increases (Arnett, “Emerging Adulthood: A Theory” 478). Increasingly, top jobs in an information-based economy require specialized information and skills sought for in undergraduate, graduate, or advanced degrees (Smith and Snell 5). Participation in higher education has expanded significantly in the last fifty years, with women making significant advancements (Arnett, "Emerging Adulthood: Understanding” 6).

More than ever, students enroll in college straight out of high school. The National Center for Educational Statistics reported that from 2005 to 2015, enrollment at undergraduate institutions for people 25 and younger increased by 15%, and another 17% increase was expected from 2015 to 2026 ("Fast Facts"). While starting college soon after high school graduation was at an all-time high, only 32% of 25-29-year old’s have completed a degree, according to the Census Bureau (Ryan and Bauman).

Patterns of education are not linear and predictable, but often are interrupted by work and periods of non-attendance (Arnett, “Emerging Adulthood: A Theory” 471). The exploration that is associated with emerging adulthood often includes transferring schools. Unfortunately, transferring lengthens the time to completion of a degree, even more than periods of non-attendance, according to the National Center for Educational

Statistics (Bradburn et al.). Transferring academic credits represents just one of many transitions that make life chaotic for emerging adults.

During college, most emerging adults experience a shift in their worldview (Pascarella and Terenzine 572-577). College students also anticipate continued adaptations to their worldview in the future (Arnett "Emerging Adulthood: A Theory" 474). Because young adults are so open to being formed, this is a strategic time for mentorship. The extended opportunity for exploring education and work possibilities during the twenties is a unique feature of emerging adulthood.

Role of Culture

Emerging adulthood as a stage of life was not always the norm. The influence of culture on emerging adulthood is impossible to overstate. The very existence of emerging adulthood is culturally driven. Culture largely shapes expectations and norms for young adults.

When proposing emerging adulthood as a stage, Arnett added the caveat that the experience was not universal. Emerging adulthood only exists in cultures that allow for a delay in taking on adult responsibilities (Arnett, "Emerging Adulthood: A Theory" 477-479; Arnett, "Emerging Adulthood(s): The Cultural Psychology" 255; Arnett, "Learning to Stand Alone" 313). The experience of non-whites, lower socio-economic groups, non-college-educated people, and those living in rural areas or developing economies are more likely to limit opportunities of exploration and earlier assumption of adult roles (Côté, "The Role of Identity" 118; Arnett, "Emerging Adulthood: A Theory" 477-479).

Emerging adulthood exists only in certain cultures, indicating that culture strongly influences life stages. Because cultures are diverse and change rapidly, the understanding

of life stages is also prone to change and varies dramatically among groups and over time. To account for the diversity and rate of change, Arnett proposes a new field of study, “indigenous life stages,” that seeks to better understand the role of cultural context. Indigenous to each culture are norms for stages that impact development of adult identity (Arnett, “Life Stage Concepts Across History and Cultures” 291). Further research will help to further clarify the relationship between life stages and culture.

Life patterns of emerging adults are less structured and more flexible than in previous generations, and a “destandardized life course” emerges as the norm (Arnett, *Debating Emerging Adulthood: Stage or Process?* 55). The twentieth century had mostly predictable, homogenous life cycles, unlike the nineteenth century when early death and family needs dictated irregular arrangements of love and work (Côté, *Arrested Adulthood* 27-28). The old theories of the mid-twentieth century describe an adulthood that begins around age twenty with adult roles assigned according to gender (Arnett, *Emerging Adulthood: The Winding Road* 1). Currently, life patterns have again lost uniformity, producing more elongated, erratic, personalized paths to adulthood that typically span the third decade (Arnett, "Emerging Adulthood: Understanding” 7; Arnett et al. 4-5; Côté, *Arrested Adulthood* 27-29).

The absence of role requirements accounts for the wide range of possible activities and statuses of emerging adults (Arnett, “Emerging Adulthood: A Theory” 469). Twenty-first century patterns of life are erratic at ages 18-25. This disruption is common because emerging adults have low commitment levels that allowed them to move quickly from one opportunity to the next, frequently stopping and starting various educational programs, jobs, romantic partnerships, and living arrangements when new

opportunities arise (Arnett, "Emerging Adulthood: Understanding" 7-9; Smith and Snell 34). Most emerging adults recognized that they are not settled down in life, but instead their phase of life is "free, fluid, tentative, experimental, and relatively unbound" (Smith and Snell 56). Cultural expectations of young adults permit this movement through late teens and early twenties with minimal commitment or responsibility.

Emerging adulthood is a time of constant upheaval and identity formation. The review of the literature on emerging adulthood informs how mentoring could best be applied to meet the needs and patterns of emerging adults. This strategic time of life creates a trajectory for the rest of life. The need for guidance and mentorship during such a formative time is paramount.

Mentoring

The term 'mentor' originates in Greek mythology. In the Odyssey, on the way to fight the Trojan War, Odysseus entrusts his friend Mentor to help him make preparations (Homer). The concept of mentoring, though introduced in ancient times, is a discipline that has enduring gaps and wild inconsistencies.

The academic study of mentoring increased following a 1978 study by Levinson and colleagues that proposed mentoring as an integral part of identity development as an adult (100). Kram produced a 1985 seminal work, *Mentoring at Work: Developmental Relationships in Organizational Life*, which provides much of the framework for mentoring scholarship. Kram suggests a mentoring relationship is between one experienced and one novice person, with the more advanced person providing psycho-social and career support to the other (Kram, *Mentoring at Work* 2-3). Once scholars began studying informal mentoring, the research became murky and inconsistent. The

inclusion of informal relationships makes distinguishing a mentoring relationship from other relationships exceedingly difficult.

Scholars cannot agree on a definition of mentoring, but they do seem to agree that they have not agreed on a definition of mentoring (Crisp and Cruz 527; Haggard 281; Jacobi 505; Merriam 169). Over 50 definitions of mentoring exist in the social science research literature (Crisp and Cruz 527).

Because mentoring researchers define mentoring in various ways, research outcomes are imprecise and difficult to replicate (Haggard 281; Allen et al., "The State" 344; Haring and Bell 413). As a result of this "definitional vagueness" there was a "continued lack of clarity about the antecedents, outcomes, characteristics, and mediators of mentoring relationships despite a growing body of empirical research" (Jacobi 505). Also, noticeably absent from the research is qualitative data, comprising only 4.5%, compared with 83.7% quantitative data (Allen et al., "The State" 348). As of 2008, only 3.9% of mentoring research aimed at measurement development and 8.2% on theory development; instead, the focus was on predictors of mentoring (31.9%), outcomes of mentoring (30%), or both predictors and outcome (21.7%) (Allen et al., "The State" 351).

Perhaps more than a decade too late for mentoring scholars, Haring and Bell, in a 2008 article, called for a major overhaul in research procedures in pursuit of increasing reproducibility. They suggested greater transparency during pre-publication, increased collaboration, and ongoing training in research methodology (413-414). Because mentoring is so broadly defined, it is hard to even recognize.

Unfortunately, the field of mentoring research is quite unreliable in helping to determine when mentoring occurs. A range of definitions are used for mentoring, which leads to a wide range of people (33%-81%) self-identifying as protégés (Haggard 281). Two primary research methods of identifying mentoring relationships emerge. First, a definition of mentor is provided, and a protégé is asked if they have such a person. Second, a list of mentoring functions is provided (sometimes with a definition of a mentor), and a protégé is asked if these actions or behaviors have been exhibited on their behalf (Haggard 283-284).

Definitions of mentoring remain a problem. More than half of mentoring research either did not specify the domain of relationship, or it combined multiple domains, such as academic and workplace mentoring (Allen et al., "The State" 352). Mentoring research concentrated within higher education also lacks a consistent definition of mentoring (Dickey 6-7; Crip and Cruz 527).

Arguably, the complex experience of emerging adults could be better navigated with a mentor. During emerging adulthood, people explore many identities, careers, and possibilities for the future. It is difficult to imagine one mentor providing a complete range of guidance and support needed for an emerging adult. As well, frequent transitions between jobs, schools, and relationships mean that maintaining a long-term structured relationship with a mentor within the same organization is unlikely. Thus, the concept of multiple mentors. Rather than relying solely on one traditional mentor, emerging adults might consider curating a cohort of mentors to help support them as areas of need emerge. Scholars call this a developmental network.

Developmental Networks

One mentor will be hard pressed to serve all the functions needed to fully develop a protégé. In 1985, Kram acknowledged that support often comes from multiple people (*Mentoring at Work* 148-151). Gayle Baugh and Terri Scandura further developed this idea in a 1999 study and found that having more than one person of greater rank and experience providing mentoring functions within the organization contributed to career success (514-515). In 2001, Monica Higgins and Kathy Kram introduced the terminology of the developmental network and described it as "the set of people a protégé names as taking an active interest in and action to advance the protégé's career by providing developmental assistance" (268).

A developmental network is more than just a collection of traditional mentors. Developmental networks may include people of varied levels of professional rank and from inside and outside the organization (Murphy and Kram, *Strategic Relationships* 6), whereas traditional mentors are people of greater experience within the organization (Kram, *Mentoring at Work* 2-3). In a developmental network, multiple developers influence a protégé simultaneously, rather than sequentially like traditional mentors. Moreover, developmental networks take into consideration the relationships that exist between developers in addition to the relationship with the protégé, which is more complex than simply having multiple traditional mentors (Dobrow et al. 212). The developmental network is especially well-suited for the new boundaryless workplace where employees frequently make career transitions (Higgins and Thomas 243).

The developmental network is egocentric, in that it is centered on an individual who determines the makeup of their own network according to their perceived needs

(Murphy and Kram, *Strategic Relationships* 6-7). The developmental network serves as a "personal board of directors" (Claman). The boundary of who might be included and excluded from a developmental network is dependent on the perceptions of the protégé rather than a formalized process (Murphy and Kram, *Strategic Relationships* 47).

Scholars widely acknowledge the effectiveness of developmental networks or constellations of multiple influential relationships, simultaneously serving different developmental functions in the lives of protégés (Murphy and Kram, *Strategic Relationships* 37-38; Kram, *Mentoring at Work* 149-151; Baugh and Scandura 514-515; Higgins and Thomas 243). Developmental relationships were positively associated with intrinsic career success (Emmerik 588). Developmental networks are diverse and flexible, aligning well with the pace of change of emerging adulthood.

In traditional mentorship, primary functions of mentoring are related to the organization. However, the primary function of the developmental network is related to the individual (Murphy and Kram, *Strategic Relationships* 3). Traditional mentorship is concerned with the job, but developmental networks focus on the career (Higgins and Kram 268).

The developmental network is built around a central figure, the protégé. The network is designed and redesigned to support the current needs and goals of the protégé. Murphy and Kram recognized five characteristics of developmental networks: size, multiplexity, diversity, density, and tie strength (*Strategic Relationships* 48). Details of these features of developmental networks will be discussed. First, see Figure 2.1 for a visual example of a developmental network.

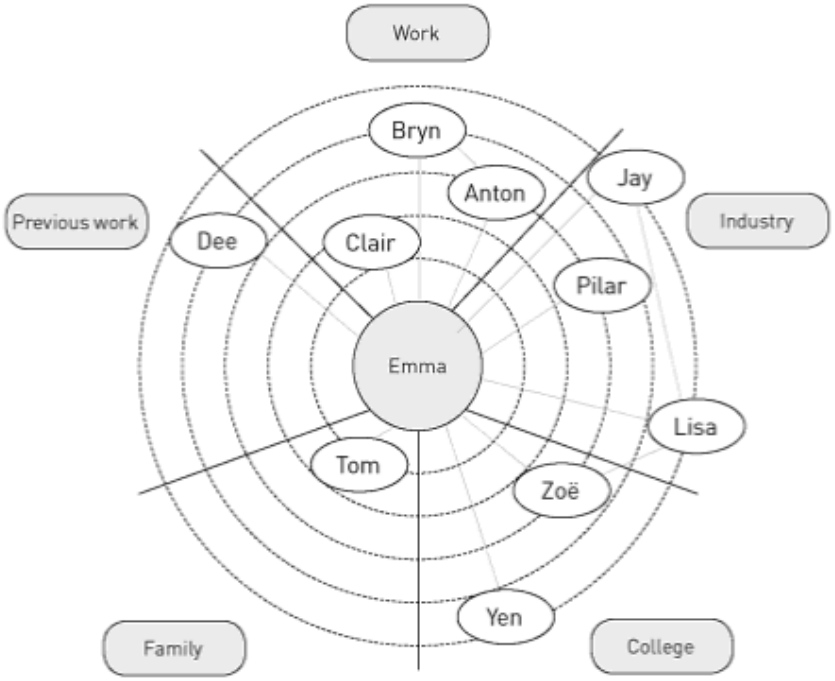

Figure 2.1. Developmental Network Example (Source: Murphy and Kram, *Strategic Relationships* 56)

In the sample developmental network in Figure 2.1, Emma is the protégé. The ten example developers are Dee, Clair, Bryn, Anton, Jay, Pilar, Lisa, Zoe, Yen, and Tom. The five example domains are previous work, work, industry, college, and family. The concentric circles represent tie strength, with larger circles indicating more distant ties, and closer circles representing closer ties. Jay, Lisa, and Yen are on an outer circle, representing looser ties, or less personal relationships. In contrast, Tom is a developer with a close tie who would have a more personal relationship to Emma, the protégé. More details about these features of developmental networks will be discussed, starting with network size.

Size

The number of developers in a network impacts the quality of mentoring. Usually a constellation consists of four to five developers (Higgins and Thomas 238), with an average of four (Dobrow and Higgins 573). The ideal network size is not formulaic but meets the specific needs of the individual (Dobrow et al. 222). The protégé is charged to find a balance between quality and quantity in the relationships to allow ample resources for accessing, building, and maintaining relationships needed for success in any season (Murphy and Kram, *Strategic Relationships* 48).

Larger networks are positively associated with increased job performance and promotions (Murphy and Kram, *Strategic Relationships* 48), as well as career satisfaction and job satisfaction (Emmerik 588). Short-term career satisfaction and attitudes about work are also connected to the size of the network (Higgins and Thomas 241). As the size of the network increases beyond one, role conflict in the job can increase (Baugh and Scandura 503). In addition to the size of the developmental network, multiplexity is also considered.

Multiplexity

Multiplexity describes the breadth of support provided by any single developer (Murphy and Kram, *Strategic Relationships* 55). Some developers are able to take a broader view of the protégé and offer support that is more holistic, overlapping domains (Murphy and Kram, *Strategic Relationships* 55-56). Emerging adults have grown up in a connected world, so they need to be astute at building multiplexity into their developmental networks. Most developmental relationships are not able to provide

significant support in every type of mentor function. But a network approach helps to close some of the gaps (Kram, *Mentoring at Work* 148-151).

Diversity

Diversity within the developmental network encompasses varied professional, educational, and age, and racial demographics, as well as the networks and groups to which people belong (Murphy and Kram, *Strategic Relationships* 49). Because emerging adults resist narrowing their options (Smith and Snell 15) a diverse network likely appeals to them, allowing further opportunity to explore possible futures and roles.

More job offers are made to those with more diverse developmental networks (Higgins 595). The changing nature of the information-saturated culture necessitates access to varied areas of expertise that a developmental network can provide (Iyer and Murphy 2). Emerging adults have highly adaptable careers, and they want to learn new skills at work (Meister and Willyerd 69). A diverse network of developers provides opportunities to explore and develop skills.

Diversity presents challenges in mentoring. Research shows that “the more similar protégé’s perceived themselves to be to their mentors in outlook, values, or perspective, the more likely they were to report liking their mentor, being satisfied with their mentor, and having more contact with their mentor” (Ensher and Murphy 474). Diversity contributes to interpersonal discomfort, which diminishes the effect of mentoring. However, interpersonal discomfort in other diverse relationships could be lessened by a relaxed environment where seemingly dissimilar people relate around shared life experiences (Allen et al., " The Role of Interpersonal Comfort" 166). Rather than avoiding the discomfort of the unfamiliar, entering diverse relationships encourages

the participants to find a style of interaction where diverse people are comfortable (Murphy and Kram, *Strategic Relationships* 178).

An emerging adult's religious community impacts network diversity. Social conditioning within the faith community may encourage or discourage interactions with those who differ in theological beliefs (Barry and Abo-Zena 33). Multiple developers with staggered developmental stages increase the likelihood that each developer can uniquely contribute to the development of the protégé at any certain time (Ghosh et al 1). More information about age diversity and the impact on the developmental relationship is included later in the analysis of traditional, step-ahead, and peer developers.

Density

Density refers to the interconnectedness of developers, or the familiarity that developers within the network have with one another (Higgins and Kram 51-53; Murphy and Kram, *Strategic Relationships* 51). Low density constellations have fewer connections between developers, implying that a protégé has a wide range of connections within diverse organizations, structures or fields; high density constellations have more connections between developers, which implies a small, tight web of support that may be helpful in certain circumstances (Dobrow and Higgins 571; Murphy and Kram, *Strategic Relationships* 51). High density networks are associated with lower levels of professional identity exploration (Dobrow and Higgins 580). Faith communities or denominational groups also potentially contribute to the range of the network.

The density and diversity of the developmental network also considers its range, or the breadth of genres of social systems represented (Higgins and Kram 283). Such social systems may include the family, workplace, professional or community

organizations, educational institutions, or other groups (Dobrow and Higgins 573). A broader range is optimum.

Redundancy occurs when a network is high density or low range, and it poses limits on access to important information (Burt 353; Higgins and Kram, 269). Access to wider groups of people opens access to collaboration and learning opportunities, as well as access to additional informal networks (Murphy and Kram, *Strategic Relationships* 178-179). Professional identity development is aided by decrease in density (Debrow and Higgins 578). Low density, high range networks were more beneficial in light of globalization and shifts within organizational structures (Higgins and Kram 211). However, some research showed that the range of the developmental network did not translate to career success (Emmerik 588). In addition to density, the quality of the developmental network was also dependent on tie strength.

Tie Strength

Tie strength within a relationship is, "a combination of the amount of time, the emotional intensity, the intimacy (mutual confiding), and the reciprocal services which characterize the tie" (Granovetter 1361). Strength of the network pertains to intimacy of relationships and the volume and quality of communication (Higgins and Kram 268; Dobrow et al. 222-223). Stronger ties associated with longer term relationships and frequent contact lead to greater job satisfaction (Emmerik 588). Close and lose ties have both strengths and weaknesses, and correlate to different relationship functions.

Lose ties are not entirely ineffective in the development network. Instead, they served a different function. Peripheral relationships can tap into new groups and domains of connectivity and open up career opportunities (Murphy and Kram, *Strategic*

Relationships 53-54; Granovetter 1378). Developers outside of the organization may potentially increase possibilities for long-term careers (Baugh and Fagenson-Eland 950).

Closer ties often indicate greater "emotional carrying capacity," which allows for a wide range of authentic positive and negative emotions to be expressed (Dutton and Heaphy 266). Relationships with strong ties offer more robust psychosocial support that correlates to deeper emotional connection and more frequent contact (Higgins and Kram 278).

Emerging adults are apt to think of work differently than previous generations. They want to blend life and work, and they want to find friendship in the workplace (Meister and Willyerd 69). Friendship at work is described as an informal sharing of professional and personal life, which nurtures a bond marked by mutual enjoyment and understanding (Kram, *Mentoring at Work* 38-39).

Intimacy of relationship is a developmental marker for young adults. Erikson names intimacy as the primary developmental task of early adulthood, and those who fail to securely attach to others experience self-absorption or engage in distancing behaviors for self-protection (*Identity and the Life Cycle* 100-103).

With change as a constant, young adults often maintain an element of emotional mobility hindering relational intimacy (Dunn and Sundene 36). Frequent geographic moves are reflective of exploration, and may include leaving home to pursue an education, the start or end of relationships, or job changes (Arnett, "Emerging Adulthood: A Theory" 473-474; Arnett, "Emerging Adulthood: Understanding" 7-9). Shallow roots and lose ties are realities of life for many young adults who wish to maintain extreme

flexibility and low commitments in life instead of becoming established in a community as previous generations did (Dunn and Sundene 35).

The five structural characteristics of developmental networks are size, multiplexity, diversity, density, and tie strength (Murphy and Kram, *Strategic Relationships* 48) each contributing uniquely to the developmental experience. Understanding these five characteristics may help emerging adults to form robust networks to support and guide their career exploration endeavors.

Functions of Mentoring

Topics of mentoring functions are wide ranging. Scholars agree on many functions of mentoring, but differences exist in how the roles are classified. Two major divisions of career support and psycho-social support were introduced by Kram in 1983 ("Phases" 614), and further supported in Kram's seminal work, *Mentoring at Work* (32). Other scholars have confirmed these categories (Noe 472; Allen et al., "Career Benefits" 128; Ensher and Murphy, 474). Role modeling is considered by Kram and others to be a facet of psycho-social support. However, Scandura and colleagues consider role modeling a third major category of mentoring, in addition to career and psychosocial support (Scandura 170-173; Scandura and Viator 717).

Psycho-social Support

Mentors provide important psycho-social functions. The quality of the emotional connectivity and interpersonal relationships determine the effectiveness of psycho-social support (Kram, *Mentoring at Work* 32). Psychological support includes the following elements: encouragement and emotional support, acceptance and confirmation, counseling, friendship, and personal feedback (Murphy and Kram, *Strategic*

Relationships 22). More than simply improving career, psycho-social support affected the sense of self, impacting life beyond the workplace (Kram, *Mentoring at Work* 32). Psycho-social support is also positively associated with salary levels among managers (Scandura 173). As a function of mentoring, psycho-social support "relates to aspects that develop competence, clarity of professional identity, and self-worth" (Murphy and Kram, *Strategic Relationships* 21).

Mentors who provide psycho-social support to mentees help to develop competence. Competence is perception of capacity to fulfill professional roles (Daniels et al. 407). Mentoring is especially effective in building up task-related competencies, correlating positively to career achievement (Allen et al., "Career Benefits" 132). Mentoring is beneficial in the development of competence, as well as the development of identity.

When the protégé feels safe and accepted by the mentor, they are free to explore possibilities of behavior and identity (Kram, *Mentoring at Work* 35-36). Mentors serve as developmental bridges for young adults to transition into adulthood by offering acceptance and respect as adult equals (Biehl 91). A marker of emerging adulthood is inability to identify fully as an adult (Arnett, "Emerging Adulthood: A Theory" 471-473). Therefore, when an adult welcomes an emerging adult into adulthood, the young person may develop more of an adult identity and emulate adult behaviors. Mentors in the workplace can help their protégés develop professional identities (Murphy and Kram, *Strategic Relationships* 21). For many young adults, the combined elements of authority and friendship offered by a mentor may be new (Kram, *Mentoring at Work* 38-39). The

psycho-social functions of mentoring include identity development, as well as the development of self-worth.

When functioning in psycho-social support, a mentor can offer emotional availability to the protégé, allowing them a place of trust and intimacy that helps to build confidence (Kram, *Mentoring at Work* 23). Encouragement and verbal affirmation of performance and skills help protégés to feel competent and useful (Kram, *Mentoring at Work* 35-36; Reid and Robinson 107). Mentors can encourage protégés by reinforcing positive self-concept and questioning negative self-concept (Biehl 93). Protégés should reveal their weaknesses so that they can learn and receive input for their shortcomings and strengths from their mentors (Biehl 107; Chandler, et al.) As mentors encourage their protégés and affirm their self-worth, they provide a vital function. Validating the hopes of protégés is another means of providing psycho-social support.

Levinson describes "the dream", or how the self is imagined in the adult world, as a central developmental task of young adulthood (91). Parks adds that "a worthy dream coalesces a relationship between self and world that recognizes the reality and needs of the world and honors the authentic potential of the emerging adult in practical and purposeful terms, yielding a sense of meaningful aspiration" (190). Mentors can function as champions of the protégé by sharing and believing in the dream, and by offering guidance in creating life structures for fulfilling the dream (Levinson 98-99).

The two major functions of mentorship are psycho-social support and career support. Psycho-social support from a mentor is often expressed by helping the protégé to develop competence, identity, and self-worth, as well as affirming their dreams.

Career Support

As a mentoring function, career support "entails those instrumental aspects of a developmental relationship that support career advancement" (Murphy and Kram, *Strategic Relationships* 21). Unlike psycho-social support, which may overlap into other domains of life, career mentoring is focused on work well-being. In her seminal work, *Mentoring at Work*, Kram names five functions of career mentoring: Exposure and visibility, coaching, sponsorship, protection, and challenging assignments (23).

Exposure and Visibility. Exposure and visibility is present when mentors help protégées advance by giving responsibilities and opportunities to interact with key leaders who may offer potential for professional advancement (Kram, *Mentoring at Work* 27). Exposure and visibility serve as a "socializing force" that "prepares individuals for positions of greater responsibility and authority" by orchestrating interactions with more powerful people in the organization (Kram, *Mentoring at Work* 27). This function occurs most often within an organization (Higgins and Thomas 225). However, within the academic world, mentors provide letters of recommendation for graduate programs as a function of mentoring (Johnson 8), which gives exposure and visibility to the student. The mentor takes on risk in giving the student exposure and visibility, particularly when a protégé underperforms.

Coaching. As a career mentoring function, coaching enhances "knowledge and understanding of how to navigate effectively in the corporate world" through the suggestion of "specific strategies for accomplishing work objectives, for achieving recognition, and for achieving career aspirations" (Kram, *Mentoring at Work* 28). Unlike older workers, members of the millennial generation desire active coaching from their

supervisors (Meister and Willyerd 70). When mentors coach, outcomes are more dependent on their skill in coaching people through processes than on their expertise or detailed knowledge of a field or subject area (Cleaver 45).

Sponsorship. Sponsorship is a vital mentoring function for career support. Sponsorship involves "actively nominating an individual for desirable lateral moves and promotions" (Kram, *Mentoring at Work* 25). Sponsorship grants exposure to wider views and knowledge within an organization, and this contributes to personal learning (Lankau and Scandura 780).

Protection. The flip side of the exposure and visibility function is the career mentoring function of protection. Where exposure and visibility seek to publicly promote the protégé for his or her benefit, protection seeks to hide or override the protégé for his or her benefit. In cases where visibility could be potentially damaging to the reputation of the protégé, a mentor may intervene by taking over the situation in order to protect (Kram, *Mentoring at Work* 29). The mentor offers career support through protection, as well as through stretching the protégé with certain work tasks.

Challenging Assignments. Mentors can provide protégés with responsibilities that feel like a stretch beyond their competencies. A stretch assignment can provide a meaningful developmental experience (Eby et al., "Protégés'" 411; Reid and Robinson 107). Mentors provide challenging assignments, and then they give important feedback and training so that the protégé has an opportunity to learn and grow (Kram, *Mentoring at Work* 31-32; Parks 169).

Kram names two major functions of mentoring: psycho-social support and career support. Many scholars have affirmed this basic structure of understanding mentoring.

Role modeling is another significant element of mentorship, but scholars disagree on how it is classified. Some scholars believe role modeling to be a function of psycho-social support, while others name role modeling as a third primary function of mentoring, in addition to career and psycho-social support. Regardless of how role modeling is classified, it is an important part of mentorship.

Role Modeling

Many scholars note that role modeling is an integral function of mentorship (Kram, *Mentoring at Work* 33; Ensher et al. 15). However, Scandura does not find that role modeling impacts career outcomes (172). Role modeling can help to build confidence, identity, and professional competency (Kram, *Mentoring at Work* 23). The mentor provides the protégé with an example of who they might be in the future (Murphy and Kram, *Strategic Relationships* 22) by modeling desirable behaviors, values, and attitudes (Kram, *Mentoring at Work* 33-34). Protégé satisfaction with a mentor seems to be connected to role modeling support (Ensher, et al., "Comparison" 433).

One marker of emerging adulthood is the lack of clear role expectations. With rapid changes and tentative decisions defining the twenties, many different possible roles are tried on (Arnett, "Emerging Adulthood: A Theory" 473). Most often, however, protégés emulate the person in the role they are aspiring to next (Allen et al., "Mentorship Behaviors and Mentorship Quality" 575). With role exploration being a major component of emerging adulthood, the role of the mentor as role model is critically important. Psycho-social support, career support, and role modeling are widely understood parts of mentorship. However, considering the nature of ministry work, spiritual support development must also be explored as a function of mentoring.

Spiritual Development

Developmental scientists provide some key insights into how people develop spiritually. These understandings can inform mentoring processes. Researchers have found that religious or spiritual development does not stand alone, but rather intersects various other domains, and is impacted by developmental stages (Barry and Abo-Zena 34).

James Fowler produced a six-stage theory of spiritual development. According to this theory, many young adults begin college at Stage three, Synthetic-Conventional faith, where a faith system has been adopted, but exploration has not occurred and acknowledgement of other ways of thinking is very limited (151). Many people remain at this stage, but those who develop go on to Stage four, Individuative-Reflective faith (174). This stage often begins in early adulthood. In the Individuative-Reflective stage, a critical examination of beliefs occurs, and disillusionment with the former faith is common. Mentorship is critical during this time of faith struggle for young adults.

Like mentoring in general, spiritual mentoring is defined broadly. Some view mentoring primarily as a means of developing spiritual leadership. J. Robert Clinton defines mentoring as "the process where a person with a serving, giving, encouraging attitude, the mentor, sees leadership potential in a still-to-be developed person, the protégé or mentee, and is able to promote or otherwise significantly influence the protégé in the realization of potential" (114).

Others use the term nearly interchangeably with spiritual direction. Anderson and Reese define spiritual mentoring as "a triadic relationship between mentor, mentee and the Holy Spirit, where the mentee can discover, through the already present action of

God, intimacy with God, ultimately identify as a child of God and a unique voice for kingdom responsibility" (12). Regardless of the language, the spiritual life of an emerging adult is influenced by the transitory elements of their life, and a mentor who can speak into this area is of great help.

Process of Developmental Relationships

First, the mentoring research covered the developmental network as a structure for mentoring. Next, functions of mentoring are explored. Finally, the research covers the process of mentoring. The first step in creating a developmental network is finding mentors.

Selecting Developers

When ready to assemble a developmental network, the mentee should remember that "everyone is a potential mentor" (Dickey 7). Chandler and Kram refer to the consciousness of current or future developers as "developer awareness" (Chandler and Kram, 26). A protégé must know which of the mentor functions they are seeking to add to their constellation (Murphy and Kram, *Strategic Relationships* 60-61). Knowledge of what mentoring functions are needed informs the context in which a protégé searches for a mentor.

Scholars suggest that developmental relationships are likely to exist both within and outside of the workplace (Baugh and Fagenson-Eland 939; Higgins and Kram 267; Higgins and Thomas 225). Relationships outside of work are more likely to bring broader functions of mentoring, including both psycho-social and career support (Murphy and Kram, "Understanding Non-work Relationships" 652). In the past, long-term, stable relationships were possible in the workplace. However, the professional climate is much

more transitory and turbulent today, which necessitates going outside of the organization to continue mentoring disrupted by relocation or organizational transition (Baugh and Fagenson-Eland 950; Higgins and Kram 267; Higgins and Thomas 243). One drawback to mentoring outside of the organization is that protégés report less career support when the mentor does not work within the organization (Baugh and Fagenson-Eland 949). Mentors can come from outside or the organization, or from any level within the organization (Dobrow et. al 212). Developers can come from diverse backgrounds.

Life Stages. Mentors can come from a variety of life or career stages. In fact, "having multiple mentors who are at various developmental stages themselves increases the likelihood that each mentor can uniquely contribute to the [protégé's] development at a given point in time" (Ghosh et al. 1). The research addresses the unique qualities of traditional, step-ahead, and peer mentors.

Traditional mentors are typically half a generation older than protégés (Levinson 99). Traditional mentors have benefits and drawbacks when compared to other mentoring relationship types.

Satisfaction with the job and with the mentoring relationship is greater for traditional mentorship than for step-ahead or peer mentoring relationships, likely due to better access to power, influence, and the resources of more senior employees (Ensher, et al., "Comparison" 434). Traditional mentors provide more role modeling and vocational support than peer mentors (Ensher, et al., "Comparison" 433). Those whose developers have more elite careers receive more access to strategic relationships and information that enhances careers (Higgins and Thomas 227). Traditional mentors have benefits, but they also have a downside.

One drawback of traditional mentors is accessibility. The problem of mentor scarcity exists because of the pyramid structure of most companies and organizations. More people operate in lower level positions, and fewer people operate in higher level positions. For entry-level workers, this means that few traditional mentors are available in higher positions.

Interestingly, ministry careers may be the exception to this rule. Half of the global workforce was born between 1977 and 1997 (Meister and Willyerd 69), but only fifteen percent of pastors are under forty years old (Barna). Therefore, older mentors should be abundantly available to emerging adults entering professional ministry.

Mentorship does not only come in the traditional form. Mentors are drawn from other life and career stages. Next, step-ahead mentors will be explored.

Step-ahead developers are those who are slightly ahead on the career path in the role that would be a reasonable next step for the protégé. Protégés with traditional mentors reflect more satisfaction with their mentors and their careers than those with step-ahead or peer mentors. This is possibly attributed to increased mentor functions in vocational support and role modeling found with traditional mentors (Ensher, et al., “Comparison” 433-434).

Peer relationships exist where both parties in the developmental relationship are of similar age and rank. Through feedback and friendship in peer relationships, workers in early career development can become oriented to the workplace and grow in competency as they learn professional roles from others (Kram, *Mentoring at Work* 138-142). Many of the same functions associated with traditional mentoring are present in peer mentoring (Kram, *Mentoring at Work* 134; Kram, "Phases" 623).

Availability of peer mentors is one benefit. Access to peer mentors is abundant throughout the career (Kram, *Mentoring at Work* 134; Kram, "Phases" 623). Reliance on peer mentoring is expected to rise as organizations become flat and more team-based (Murphy and Kram, “Understanding Non-work Relationships” 655).

Intimidation and fear of judgement that may be associated with traditional mentoring is diminished by peer mentoring (Bynum 70), creating a level ground for communication, support, and collaboration (Kram, *Mentoring at Work* 134). According to Kram, mutuality is greater, and both parties provide and receive help in peer mentoring (Kram, *Mentoring at Work* 136; Kram, "Phases" 623). Ensher et.al. disagreed, claiming that reciprocity and social support had little variation among traditional, peer, and step-ahead mentors (Ensher, et al., “Comparison” 434). Perhaps mutuality is diminished by competition that can stunt the psycho-social and career functions of mentoring relationships (Kram, *Mentoring at Work* 137).

Of the three types of relationships – traditional, peer, and step-ahead – peer protégés reported the lowest levels of relationship satisfaction with peer developers (Ensher, et al., “Comparison” 433). However, peer mentoring leads to more career advances and opportunities for leadership than is available without any mentoring (Bynum 70; Bunker et al. 87). The research leads to the conclusion that peer mentoring, while not the best scenario, does serve some function, and is preferable to no mentoring at all. In addition to life stage, gender plays a role in perceptions of mentoring quality.

Gender. Research shows that the gender of the mentor, gender of the protégé, and gender composition of the dyad impacts the mentoring process and relationship (Ragins and Cotton 545; Allen et al., "The Role of Interpersonal Comfort" 156). Role modeling is

a central function of mentoring, but role modeling functions are diminished in cross-gender relationships (Scandura and Williams 342; Kram, "Phases" 623; Kram, *Mentoring at Work* 107). Because role modeling involves protégés imagining themselves in the roles of their mentors, role modeling is much more straightforward in same gender relationships (Kram, *Mentoring at Work* 33-34). The protégé can more easily interpret and replicate the behaviors and attitudes of a person with shared gender. Shared experiences which lead to more effective mentoring are more common in same gender relationships (Allen et al., "The Role of Interpersonal Comfort" 157).

A benefit of cross gender mentoring is that men can help women gain ground in traditionally male dominated fields where fewer female mentors are available (Hunt and Michael 477). Ministry certainly qualifies as a male dominated field where only nine percent of pastors are women (Barna 82). However, cross gender relationships can be the subject of jealousy or resentment when peers feel like the minority of the other gender is getting special treatment, especially for females in a male dominated field (Kram, *Mentoring at Work* 108).

Attitudes towards the opposite sex frequently impact the developmental relationship (Kram, *Mentoring at Work* 41). In pastoral career contexts, delicacy and scrutiny in opposite sex relationships can further complicate cross gender mentoring. According to the research, both men and women acknowledge the potential for sexual tension and question the appropriateness of intimacy and mutual liking within cross gender relationships (Kram, *Mentoring at Work* 105-107; Kram, "Phases" 623).

Gender seems to influence some, but not all, mentoring behaviors. Ensher and Murphy found, contrary to their hypothesis, that women do not offer more psychosocial

support than men (474). Women are more likely to choose protégés based on skill and ability, whereas men select according to ambition or career goals (Allen et al., "Protégé Selection" 278-279). Overall, research shows that although men do not perform more career development functions, men and women who are primarily mentored by men receive greater compensation (Ragins and Cotton 545). Gender and life stage are elements to be taken into consideration when composing a mentoring constellation.

A developmental network is unique in that the responsibility of creating, moderating, and maintaining relationships lies fully with the protégé (Murphy and Kram, *Strategic Relationships* 3). Those who have been mentored previously may have stronger subsequent mentoring relationships. (Baugh and Scandura 514). Relationally savvy people are proactive in their relationships and have stronger developmental networks (Dobrow et al. 221). The new system of having multiple mentors may require more effort than the old system of having one mentor (Chandler, et al.). Unfortunately, many young adults hope to be noticed while they wait for developmental relationships to come to them, rather than proactively seeking out potential developers (Kram, *Mentoring at Work* 103). A protégé may have to work at developing interpersonal skills in order to become bold enough to seek out senior mentors (Kram, *Mentoring at Work* 157).

Beginning Developmental Relationships

When a mentoring relationship begins, the initiation phase comes first (Kram, *Mentoring at Work* 48-53; Hunt and Michael 482). This phase typically lasts six to twelve months, and it usually begins with being task oriented as the mentor and protégé get acquainted (Kram, *Mentoring at Work* 48-53). Early in a mentoring relationship, it is important to establish clear standards that include expectations and goals for the

developmental relationship (Allen and Poteet 69; Murphy and Ensher 27). After initiating the relationship with a developer, a protégé must be faithful about maintaining the relationship.

Maintaining Developmental Relationships

Those who are successful with developmental networks typically are diligent about staying in touch with their mentors by initiating frequent contact (Chandler, et al., "How to Be"; Murphy and Kram, *Strategic Relationships* 73). Frequency of contact is associated positively with intrinsic job satisfaction (Emmerik 588). Successful protégés are proactive about assisting their mentors whenever possible to add a reciprocal nature to the relationship (Chandler, et al.; Higgins and Kram 268). Learning is dependent upon interaction with the mentor, therefore distancing behavior is associated with loss of learning (Eby et al., "Protégés'" 436). Part of developing a strong developmental network is following up with mentors and preparing well for meetings contributes to healthy mentoring relationships. Passivity is detrimental to the health of mentor/mentee relationships.

Protégés should come to meetings prepared (Murphy and Kram, *Strategic Relationships* 72). The ideal mentor is willing to follow the agenda of the protégé (Biehl 110), and a protégé should honor the time of the mentors by being ready to discuss topics or ask questions that are pertinent to their growth (Chandler, et al.). Ideal protégés demonstrate consideration for the mentor's time (Biehl 117-118). Part of honoring the time of developers is listening and responding well.

In order to build a successful developmental network, a protégé should ask for feedback consistently and frequently. Those who have the strongest developmental

networks are extremely proactive in seeking the input, wisdom, and advice of others (Chandler, et al.). Strong listening skills are necessary for effective interactions (Murphy and Kram, *Strategic Relationships 73*). Listening skills and ability to give and receive feedback directly impact experience of the developmental relationship, because the volume and quality of coaching, counseling, and affirmation are dependent on these relational skills (Kram, *Mentoring at Work* 41).

Young adults who are accustomed to the fast pace of technology often prefer instantaneous feedback, especially feedback that facilitates career development (Meister and Willyerd 69-70). Some organizations have developed twitter-style systems for feedback where short, real-time information can be used to evaluate and correct mid-process (Meister and Willyerd 70). The use of technology for feedback can quicken response time, as well as encourage greater interpersonal comfort, aiding mentees to ask better quality questions (Murphy 618). Good protégés seek and gracefully receive feedback, and they also express gratitude toward their developers.

The protégé should be clearly appreciative and vocal in their admiration for the developer (Murphy and Kram, *Strategic Relationships* 73; Biehl 117-118). Protégés are wise to follow up with their mentors to let them know how their wisdom or advice helped to generate positive outcomes (Chandler, et al.). Thankfulness helps to cultivate a healthy relationship between mentors and protégés. Furthermore, operating with an appropriate level of vulnerability contributes to a strong developmental network.

Healthy developmental interactions have an element of intimacy that is made possible through vulnerability, which strengthens the relationship (Higgins and Kram 268). Effective interactions require that both parties self-disclose strategically (Murphy

and Kram, *Strategic Relationships* 73) Smart protégés reveal their weaknesses so that they can learn and receive input for their shortcomings and strengths from their mentors (Chandler, et al.; Biehl 107). Disclosing wisely can strengthen a developmental relationship, and the best protégés will invest to build mutual developmental relationships.

Emotional intelligence refers to the management of self and interactions with others as demonstrated by self-awareness, self-regulation, motivation, empathy, and social skills (Goleman 26-27). Developers can help protégés grow in relational skills by providing honest feedback on current skills and through role modeling (Chandler and Kram 32). Protégés who operate with emotional intelligence practice self-management that aids their careers. Education about ideal mentoring behaviors may help protégés.

Research shows that "informing protégés that mentors are likely to expect them to be receptive to feedback, willing to learn, and easy to get along with interpersonally may increase their awareness of appropriate behavior in a mentoring relationship and may lead protégés to engage in effective self-monitoring" (Eby et al., "Protégés'" 370). Moreover, Kram names important interpersonal skills for developmental relationships: "active listening, communication, building trust and empathy, providing coaching and counselling, and managing conflict and competition" (Kram, *Mentoring at Work* 167). Empathy is integral to emotional intelligence.

Empathy is described as a social skill that makes a person relationally savvy, helping protégés create and maintain their developmental network (Chandler, et al.). Murphy and Kram assert that social awareness begins with empathy, which they describe as the accurate perception of the emotions of others combined with actively

communicating understanding of their perceptions and concerns (Murphy and Kram, *Strategic Relationships* 73). Cleaver describes empathy as the ability to "put ourselves into the mental shoes of another person, to understand their emotions, feelings, and expectations" (47). Emotional intelligence, particularly empathy, helps protégés to build relationships that are mutually beneficial.

Mutuality is a major factor in the developmental relationship. Both the developer and the protégé can be beneficiaries (Kram, "Phases" 621; Chandler, et al.; Kram, *Mentoring at Work* 35-36; Murphy and Ensher 28). In fact, protégé satisfaction with a mentor is tied to reciprocity (Ensher, et al. 433). In a mutual approach, "both parties are 'better off' as a result of the relationship, influence each other through learning, agree on roles and boundaries in the relationship, are aware of their impact on each other, and understand one another's intentions. Thus, a mutuality approach necessarily depends on the inclusion of both parties" (Dobrow et al. 215).

The most effective developmental interaction includes mutual learning (Murphy and Kram, *Strategic Relationships* 222). The benefits to the protégé may be more obvious than the benefits for the developer, but reciprocity has little variation according to the rank or status of the developer (Ensher et al. 33). When a relationship is no longer mutually beneficial, it may be time to discontinue a developmental relationship.

Ending Developmental Relationships

Developmental networks are effective because they can adjust to changing needs. As needs change, developers will leave the mentoring constellation because the developmental value of a relationship has a limited duration (Kram, "Phases" 623). Research shows that both the protégé and the mentor consider exiting the mentoring

relationship when the cost of the relationship increases (Eby et al., “Mentors’ Perceptions" 369). Changes of circumstances at work or personal life can lead to separation in a developmental relationship. These changes can generate negative emotions (Murphy and Kram, *Strategic Relationships* 26).

Some developmental relationships end due to conflict. Remaining in the relationship could have negative consequences for the protégé, the mentor, or and/or the organization (Murphy and Kram, *Strategic Relationships* 212). However, transitioning out of a developmental relationship prematurely can lead to loss of confidence or professional opportunity, as well as feelings of betrayal or low self-esteem (Hunt and Michael 479). As in most relationships, development relationships are best when ended honestly and with communication. While developmental relationships are not permanent, they are beneficial.

Benefits of Mentoring

Mentoring is proven to provide career benefits. A review of the literature in 2008 indicates that protégés, alone, were studied in 80.2% of research; only 30.9% of studies focus on mentors (Allen et al., “The State” 351). As a result, more is known about mentee benefits than mentor benefits. Although not well studied, benefits of mentoring exist for organizations and institutions.

Protégés are the most obvious recipients of the benefits of mentoring. Mentoring is positively associated with career growth. Vocational support is empirically connected with promotion, and psycho-social support correlates to salary increases for the protégé (Scandura 173). Workers who have one or more mentors experience greater job satisfaction (Baugh and Scandura 503). Those who are mentored are more optimistic

about their careers, having enhanced career expectations and greater knowledge of alternative employment (Baugh and Scandura 503). However, mentoring is by nature reciprocal (Jacobi 513; Higgins and Kram 281; Murphy and Kram, *Strategic Relationships* 222-227; Higgins and Thomas 225; Murphy and Ensher 27-28). Therefore, the benefits of mentoring are also experienced by mentors who give their time. In addition to benefiting both the mentor and the mentee, institutions in which mentoring occurs also receive benefits of mentoring.

Developmental networks are beneficial to organizations because they develop members but require very little from the organization programmatically or financially. Mentorship is especially helpful to organizations in assimilating new employees (Baugh and Scandura 505). Those in mentorships demonstrate more citizenship behaviors within the institution, such as taking on additional responsibilities and assisting others (Donaldson 246). Organizations may benefit from mentoring because protégés have greater institutional loyalty and job satisfaction (Baugh and Scandura 503; Eby et al., "An Interdisciplinary" 467).

Research overwhelmingly affirms that mentoring is not only beneficial to individuals, but also betters organizations (Higgins and Thomas 243). However, the culture of an organization may help or hinder the work of mentoring. Organizational culture is defined as, "the practices, values, metaphors, stories, vocabulary, ceremonials, rites, heroes, and legends that are held by a group of people" (Gibson and Papa 70). Kram suggests that mandating mentoring programs is rarely helpful but supporting mentoring processes through resourcing informal mentoring connections is helpful (Kram, "Improving" 41).

Organizational features that impact mentoring relationships and behaviors include systems for managing task and rewards, as well as the overall organizational culture (Kram, *Mentoring at Work* 15; Murphy and Kram, *Strategic Relationships* 238). Trust and communication are organizational values necessary for developmental relationships (Kram, *Mentoring at Work* 164). Organizations that reward collaboration and human development instead of only individual successes help to foster a developmental culture (Johnson 137; Kram, *Mentoring at Work* 17). In fact, "the culture that most severely discourages mentoring activities is the one that is so short-term results-oriented that attention to employee development and relationship is considered a distraction from important work" (Kram, *Mentoring at Work* 165). Organizations that wish to encourage mentorship should provide new employees with abundant opportunities to interact with seasoned workers so that informal mentoring commences (Baugh and Scandura 515).

Research is once again lacking in the area of developmental cultures. A 2008 review of the literature revealed that only 7.2% of mentoring studies researched organizational culture (Allen et al., "The State" 351). Future research that focuses on organizational cultures that promote and hinder developmental relationships would be beneficial.

Research Design Literature

The project design incorporated a narrative research approach. After completing a research training program, I designed semi-structured interview questions and conducted interviews to collect qualitative data from participants about their developmental relationships and career plans. The research process was designed to yield qualitative

data that would facilitate a narrative explanation of how participants understood and experienced their developmental relationships in their personal and professional development.

The research suggests that qualitative data is suitable to this study because it is, "grounded in the social world of experience and seeks to make sense of lived experience." (Sensing LOC. 1628). Furthermore, qualitative research is appropriate because qualitative researchers "seek answers to questions that stress how social experience is created and given meaning" (Denzin and Lincoln 8). In this case, perceptions of developmental relationships were analyzed. Qualitative research was especially helpful because it is "person-centered" and "starts with an attempt to understand the world of the individuals being researched: to gain some understanding of what is important to them, how they view the world, and the context within which they will evaluate the idea, product or service that may be presented to them" (Keegan 12).

Researchers have developed and promoted narrative as a research tool. Sensing offers that, "Narrative research is a powerful tool that allows for the exposure of both information and interpretation." (Loc. 3842). Furthermore, narratives also, "foster listening to the multiple voices emanating from ever-emerging and developing contexts" (Sensing Loc 3842). During the coding process, beyond the primary themes, qualitative researchers who implore the narrative research theory, "can do much with themes to build additional layers of complex analysis" (Creswell and Creswell 278).

Summary of Literature

The review of the literature shows that mentoring has biblical and theological foundations. Even though mentoring is not explicitly mentioned in the Bible,

relationships that reflect mentoring qualities are prominent in the biblical narrative. Namely, Moses, Paul, and Jesus participated in relationships where investment in others is demonstrated. Furthermore, the Trinitarian relationship demonstrates the centrality of deep relational connectedness. 00

The study of mentoring has produced a tremendous amount of literature, but unfortunately the body of research lacks consistency and organization. More than 50 definitions of mentoring are used by scholars (Crisp and Cruz 527), and the irregularity of definitions has produced research that is difficult or impossible to replicate or verify (Allen et al., "The State" 344). Within the mentoring literature, major divisions exist including academic, career, and youth mentoring. Within career mentoring, the developmental network was popularized by Kram's seminal work, *Mentoring at Work*, and has grown in popularity. A developmental network is a set of developmental relationships that provide career development through professional and personal support, based on the needs of the evolving needs of the protégé. The versatility of developmental networks makes this form of mentoring especially well-suited for shaping young people who are experiencing emerging adulthood.

The literature on emerging adulthood reveals what has become the normative process for a slow transition to adulthood in the late modern context among the middle class in economically developed nations. The term "emerging adulthood" was coined by Jeffery Arnett to describe what he considered a distinct stage of development between adolescence and adulthood, occurring at ages 18-30, with a heavy emphasis on 18-25 (Arnett, "Emerging Adulthood: A Theory" 469-471). The developmental stage research of Freud, Erikson, and Levinson, and others preceded the work of Arnett and provided

insights on how adulthood is achieved within cultures. The particular vocational patterns of emerging adults, according to the literature, includes a great deal of experimentation and transition.

The literature provides best practices for starting, maintaining, and ending mentoring relationships with intentionality. Within the literature, the functions of career mentoring are divided into two major functions: career support and psycho-social support (Kram, "Phases" 614; Kram, *Mentoring at Work* 32; Noe 472; Allen et al., "Career Benefits" 128; Ensher and Murphy 474). Developmental relationships can vary in age and career differentiation. Traditional mentors are a half-generation older than protégés (Levinson 99), step-ahead mentors are marginally ahead of the protégé on a similar career path (Ensher, et al. 433-434), and peer mentors have similar age and career advancement (Kram, *Mentoring at Work* 134).

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CHAPTER 3

RESEARCH METHODOLOGY FOR THE PROJECT

Overview of the Chapter

Chapter three contains a description of research methodology. The chapter opens with a brief review of the purpose of the research project. The research questions along with their corresponding instrumentation are then discussed. The context and participants for the ministry project are explained. Finally, instrumentation, data collection, and data analysis are presented.

Nature and Purpose of the Project

The purpose of the research was to determine the effective components of developmental networks on imminent career choices among staff at Christian Student Fellowship at the University of Kentucky. The research considers how multiple mentors impact the early career decisions of emerging adults who serve in campus ministry. Approximately thirty-five recent college graduates of the University of Kentucky comprise the staff at CSF. Staff members generally raise their own salary and serve an average of 2-3 years before pursuing other work, sometimes in professional ministry and sometimes in secular work environments. A few staff members remain on staff longer term. The research deals with how mentoring relationships influence the career decisions of the staff.

Staff elect to live sacrificially in order to give the first years of their careers to serve at the campus ministry where they were involved as undergraduates before launching out into another context. Pausing career plans after graduation to serve in campus ministry creates a gap of time between completing education and actually

entering the profession for which the education was intended to prepare the person. The research project investigates how mentoring voices impact career planning for CSF staff.

Because early career choices can have long-term impact, the decisions made by emerging adults may have significant influence on their entire professional lives. Consequently, a research framework was established to collect data to identify the career influencers the of CSF staff, as well as their progress in developing S.M.A.R.T (Specific, Measurable, Attainable, Relevant and Timely) career plans. The analysis looks at the relationship between influential (developmental) relationships and progression in career planning. Finally, recommendations are made for curating developmental networks that are effective in supporting and encouraging CSF staff in their career planning.

Research Questions

RQ #1. What influential relationships are currently influencing the imminent career choices of CSF staff?

This research question helped to determine who was presently included in the developmental networks of the research subjects. The boundaries of developmental networks were determined by the protégé (in this case, the research subject). The subject's perceptions of support or influence determined who was included in the developmental network. Asking for details about who was influencing career choices helped to establish what qualities or attributes of relationships exist in these influential relationships, and therefore who was inside the developmental network. The question was intended to reveal the staff member's perceptions about which voices in their lives are shaping their career decisions. Responses to interview questions 12-16 and 22-24 helped to answer research question 1.

RQ #2. How far have CSF staff progressed in developing a S.M.A.R.T. career plan?

Research question two was designed to assess how CSF staff are approaching and planning for imminent career choices. This aligned with the purpose of the project which was to determine which elements in developmental networks are effective in influencing imminent career choices. The presence of S.M.A.R.T. goals indicate progression toward career success. Conversely, the absence of S.M.A.R.T. goals indicates a stagnation in career trajectory. The interview questions were designed to reveal the extent to which the subjects have considered and planned for their careers through developing strategic, measurable, achievable, relevant, and timely goals.

- The following questions were used to identify the ***specific*** career plans among staff members at CSF: IQ5, IQ9-11, IQ18.
- The following questions were used to identify ***measurable*** career plans among staff members at CSF: IQ28-29.
- The following questions were used to identify the ***attainable*** career plans among staff members at CSF: IQ7, IQ25-27.
- The following questions were used to identify the ***relatable*** career plans among staff members at CSF: IQ6 and IQ8.
- The following questions were used to identify the ***timely*** career plans among staff members at CSF: IQ30-31.

RQ #3. What is the correlation between the influential relationships and career planning?

Research question three addressed the connection between the influential relationships in the developmental network and the progression in developing career

goals. This aligned with the purpose of the research, which was to determine which of the components of the developmental network impact imminent career choices. Responses to interview questions 5, 12, 14, and 16-22 answered the third research question.

Ministry Context

The context for the study is the Christian Student Fellowship, a nondenominational campus ministry in Lexington, Kentucky that serves the students of the University of Kentucky. CSF staff are not staff members at UK. Staff members are employed by CSF, which is located immediately adjacent to the University on property owned by CSF. CSF is an officially recognized student organization through the Office of Religious and Spiritual Life. CSF is primarily governed by an elected Board of Directors and overseen on a day-to-day basis by a lead pastor.

The ministry context consists of nearly all emerging adults. The staff are recent college graduates, and most are under age 30. For most staff, this is their first full-time job. The staffing structure is set up for 2-4 years of service. Most positions involve fundraising for part or all of their salaries, yielding the position non-sustainable or undesirable for the majority of staff members as long-term employment. When serving at CSF, staff typically have an annual opportunity to make decisions about their option to return to staff for another academic year. Some will pursue other professional ministry opportunities, and others will seek secular work.

Staff who wish to pursue professional ministry after working at CSF may not have a clear path. This could be partially attributed to CSF's lack of affiliation with a denomination. Presumably, a denominational connection would offer a more defined vocational path for ordination or opportunities to serve in ministry. Obvious career bridges

may not exist for those who wish to pursue secular work, as well. Most staff members have completed degrees recently in various fields from the University of Kentucky. However, the staff members have at least temporarily chosen a path of ministry while other career plans are on hold. They have perhaps chosen career paths, but not launched into the field.

CSF is located adjacent to a college campus. Proximity to the campus could mean easier access to academic contacts, but staff members are not necessarily in touch with faculty. The University of Kentucky is a large secular state school that has high student to faculty ratios, making relationships between students or alumni and professors less likely than in a smaller school with lower ratios of students to faculty. Many staff members hold degrees that were intended to prepare them for specific professions such as architecture or dietetics. The ministry context of CSF influenced which participants were chosen for this study.

Participants

The participants for the study were selected from the emerging adult staff at CSF. The criteria for selection and description of the participants is included below. Finally, ethical considerations are addressed.

Criteria for Selection

The study included full-time young adult staff members at Christian Student Fellowship at the University of Kentucky. Approximately 35 people served on the CSF staff during the 2019-2020 school year. Some workers were excluded from the study because they are outliers from the average staff demographics. People who are over age 30 were excluded because their positions and responsibilities are different and constitute more established careers. Part-time and occasional workers were also excluded.

An email was sent to all staff members who met these research criteria to invite them to be interviewed. Reminder emails were sent after three days and again after another two days to help prompt a response. From those 26 who responded affirmatively to the invitation to be interviewed within eight days of the original invitation, fifteen people were randomly selected to be interviewed.

Description of Participants

The study used a purposive sample of people who fit a certain demographic (Sensing Loc. 2248-2247). The participants are all members of the staff at Christian Student Fellowship, a campus ministry serving the University of Kentucky. The study included men and women who were recent college graduates. They are college-educated young adults. Most are Caucasian.

Staff members come from a variety of spiritual backgrounds. Some are newer Christians, while others are more mature in their faith. All have a commitment to faith strong enough to inspire them to serve in ministry in an unpaid context. They may come from backgrounds where they have developed a broad network of Christian connections, or they may have limited experiences within faith communities outside of CSF. Staff members have varied vocational intentions. Some desire to pursue long-term, professional ministry, and others will go on to pursue secular work.

Ethical Considerations

To maintain the necessary ethical considerations, each participant received, signed, and dated a hard copy of the informed consent form in person before beginning the interview. The informed consent form indicated that consent could be withdrawn at

any time. In addition to the consent form, other measures were taken to protect the confidentiality of research subjects.

Confidentiality was maintained using coding that separated the recorded interviews from the names of participants. The key for the codes was kept separately on the researcher's laptop, which is password protected with the password being known only by the researcher. The Otter transcription application was used for recording and transcribing the interviews. Otter's privacy policy can be reviewed here: https://otter.ai/privacy. Only the researcher knows the password for the Otter transcription program. The recordings were taken on the researcher's mobile phone, and only the researcher knows the passcode to the phone. A secondary recording was taken as a backup in case the mobile phone recording fails. The secondary recording was recorded on the researcher's laptop computer using the Otter transcription program. The computer is password protected, and only the researcher knows the password. Data, including recorded interviews and coding key, and handwritten notes will be destroyed twelve months after degree completion.

Instrumentation

A researcher-designed semi-structured interview with thirty-one questions was used to collect data for this project. This qualitative instrument was used to collect data about influential relationships as perceived by staff at CSF. The questions were intended to help determine the number and qualities of developmental relationships that provide mentoring functions to the staff members.

The semi-structured interview questions were also intended to reveal several characteristics of the developmental network. First, the interview questions were intended

to help determine if the support provided was related to career or personal development, as career support and psychosocial support are the two major types of support that are named in the career mentoring research. Second, the questions were intended to reveal the density and tie strengths of the developmental network.

Additionally, the semi-structured interviews allowed CSF staff to explain the current state of their career plans. A goal of the instrument was to help identify trends and patterns that exist between influential relationships and career planning. The instrument was designed to investigate the presence or absence of S.M.A.R.T. career goals, which are a strong indicator of career planning progression.

The semi-structured interview questions helped to answer the three research questions. The answers inform the creation of suggestions that will be given to CSF staff about how to curate the most helpful developmental networks to lead them toward career success. This aligned with the purpose of the research, which was to determine the effective components of developmental networks on imminent career choices among staff at Christian Student Fellowship at the University of Kentucky.

Reliability & Validity of Project Design

The design of the research project ensured reliability and validity. Semi-structured interviews were the chosen instrumentation. This was appropriate to the validity of the study because the semi-structured interviews allowed for a focus on a theme (in this case, developmental relationships), and also allowed for deeper probing into personal stories (Knox and Berkard 3). The included questions were analyzed for reliability to ensure they were strongly written, which Patton describes as being “open-ended, neutral, singular, and clear” (353). Moreover, each interview question was reviewed and strengthened by

suggestions of the Dissertation Coach to ensure that the interview questions aligned with the project purpose and improved the validity of the research project.

The sequence of questions was influenced by Sensing's research. Near the start of the interview was a "grand tour question" that was intended to build rapport and lay the groundwork for the conversation by allowing the subject to share their experiences (Sensing Loc. 2316). In order to help ensure consistency and reliability, interviews with each subject were conducted in the same environment, a private office with a closed door. The same protocol was also followed for each interview to help ensure reliability. The process is outlined in the next section.

Data Collection

The semi-structured interviews were conducted systematically using a protocol. The collection of data occurred through the following process:

1. I received a list of all staff members who are full-time workers at CSF, with the exception of the Executive Team whose positions demonstrated more developed careers. The list was provided by a staff member who handles many of the human resources functions at CSF and included names and email addresses.
2. I sent an email to the CSF staff members on the list with an explanation of the research and a request for an interview. I asked for an email response affirming or denying willingness to be interviewed if randomly selected from all the positive responses. I sent reminder emails three and five days later.
3. From the 26 positive responses, I randomly selected 15. This was done by coding each positive response with a number and then randomly arranging all

the positive responses. I used the first 15. The coded list of names with corresponding numbers was stored on a password protected computer in a locked office.

4. Next, I emailed the 15 randomly selected positive responses with appointment slots to arrange the interviews via email.
5. I conducted the interviews.
    - I arrived early to the interviews to set up recording equipment, prepare the Informed Consent form for signing, and locate a copy of the interview questions.
    - I welcomed and thanked the participants.
    - I provided instructions about the conversation from a script.
    - I invited the participants to sign the informed consent letter (see Appendix B).
    - I started the recordings. Recordings were labeled with a code. The key for the codes was stored separately on a password protected computer.
    - I asked the interview questions (see Appendix A). The last interview question was open-ended, inviting participants to contribute any other information.
    - I stopped the recordings.
    - I concluded the meetings by thanking the participants and offering a small gift.

6. I processed the semi-structured interview data.
    - I downloaded the transcribed data from the audio recording.
    - I saved to the files to my computer which is password protected.
    - I stored the computer in a locked office.
7. Six months after completion, the transcripts, coding key, notes taken, and recordings will be destroyed.

The collected data then moved on to the next stage. Data analysis occurred when I interpreted the collected data.

Data Analysis

Responses to the semi-structured interviews provided qualitative data for the study. The interviews were audio recorded and transcripts were produced. After the data was collected, it was analyzed systematically according to a five-step research protocol outline by Taylor-Powell and Renner.

The first step was becoming familiar with the data. I accomplished this through reading the transcripts and listening to the recordings for each interview several times. The second step was to focus the analysis around key questions. My questions focused on patterns and trends that existed across the entire sample. Additionally, I had questions about how the patterns of individuals were like and unlike others in the sample. The third step was to categorize the data, including patterns that emerged, which was accomplished through coding. For my process, I coded patterns digitally on the digital transcripts.

The fourth step was to “identify patterns and connections within and between categories” (Taylor-Powell and Renner 5). I used Sensing's three suggested analytical frames for organizing data: themes (prevalent patterns), slippage (deviations), and

silences (“realities” not explicitly found) (Loc 4643). Lastly, I used Taylor-Powell and Renner’s fifth step which involved interpreting and making the meaning clear (Taylor-Powell and Renner 5).

CHAPTER 4

EVIDENCE FOR THE PROJECT

Overview of the Chapter

Various forms of mentoring or investing in the next generation have been practiced throughout human history and endure today. The relationships vary in formality, longevity, functions, and intent. However, the concept of "pouring into" others is central in how the next generation is formed within the Christian community. In recent years, the concept of having multiple mentors or a developmental network has grown in popularity. This surge compliments social trends where people are more transient and have longer, more varied transitions into adulthood and more diversified careers. The purpose of the research was to determine the effective components of developmental networks on imminent career choices among CSF staff.

This chapter describes the participants who were included in the study. It shares the qualitative data that was collected during semi-structured interviews. Finally, this chapter identifies major findings gathered from the data.

Participants

Participants in this study were staff members at CSF. The 29 full-time staff members received an email invitation to be interviewed. From the 29 emails, 26 positively responded and consented to be interviewed. From the 26 positive responses, 15 were randomly selected to be interviewed.

The age of the participants ranged from 22 to 28 years old. The average age of the participants was 23.73 years. Five of the participants were 22 years old, four were 23

years old, three were 24 years old, two were 25 years old, one was 27 years old, and one was 28 years old. See Figure 4.1.

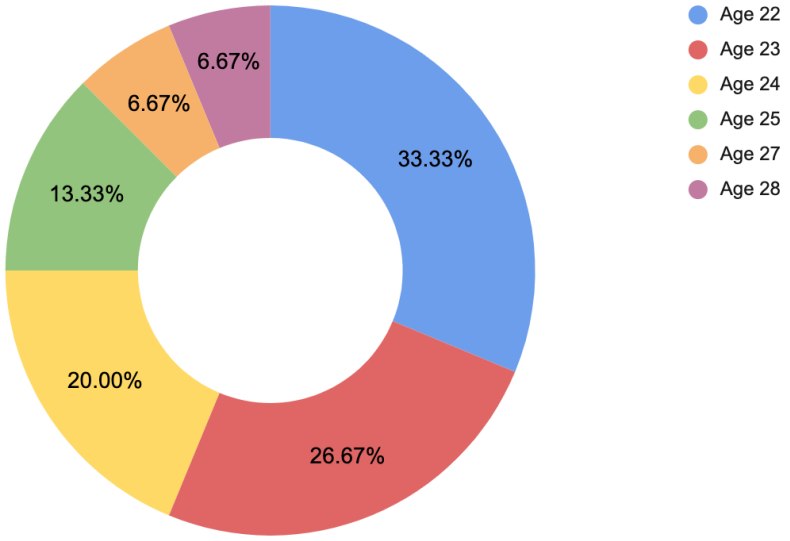

Figure 4.1. Age of participants.

Staff members had served an average of 2.23 years on the staff at CSF. Two-thirds of the participants were in their first two years as staff members. The longest-serving staff member had been serving for five years. The sex of the participants was 80% female and 20% male. See Figure 4.2.

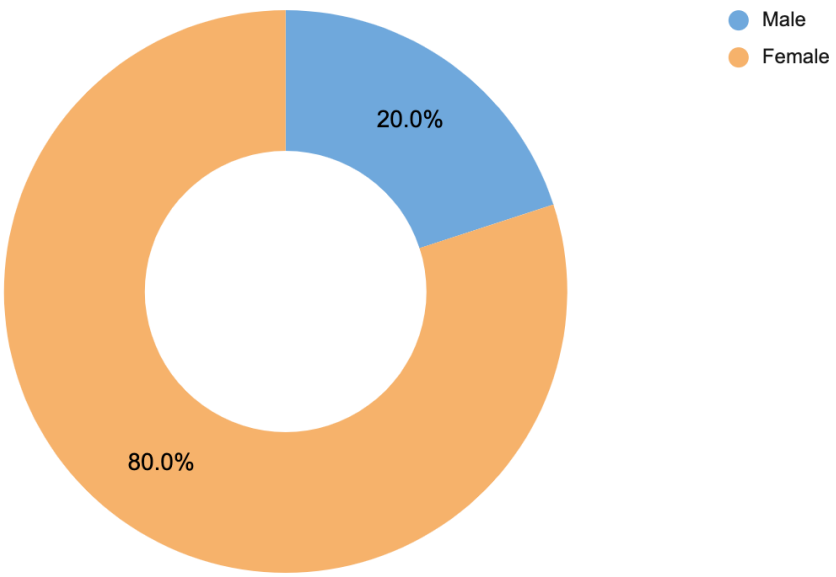

Figure 4.2 Sex of participants.

All participants were college-educated. Each held a bachelor's degree. One participant was currently enrolled in a graduate program.

Research Question #1: Description of Evidence

What influential relationships are currently influencing the imminent career choices of CSF staff?

The tool used for collecting the answer to this research question was a semi-structured interview. Responses to IQ12 identified specific vocationally influential relationships named by the participants, and IQ14 identified the personally influential relationships named by the participants. IQ13, IQ15 and IQ16 were designed for their responses to show the functions of developmental relationships. Finally, IQ22-24 were used to gather further information about the nature of the developmental relationships and their interconnections. Table 4.1 shows the semi-structured interview questions that were posed to participants.

Table 4.1 Semi-Structured Interview Questions

IQ12	Are there any certain people who influence or guide your vocational decisions?
IQ13	What does _____ (named person) do to support or influence your career choices?
IQ14	Are there any certain people who influence or guide your personal growth or help you develop on a personal level?
IQ15	What does _____ (named person) do to support or influence your personal growth?
IQ16	Do any of the people you named as supporting you vocationally (repeat names) also support you on a personal level, like socially or emotionally? What do they do to support you personally?
IQ22	How do you know/where did you meet these people who influence or support you?
IQ23	How well do you know these people who influence your career?
IQ24	Do these people who are influencing you know one another? Or are they from totally unconnected groups of people?

Developmental Relationships for Each Staff Member

In response to IQ12, participants identified the people who have influenced or guided their vocational decisions. Responses to IQ14 revealed who provided support and guidance to participants in their personal development. Together, those influencers make up the developmental network. The categories of vocational and personal support are included because they are largely considered the broad functions of developmental relationships. Those relationships were presented in Tables 4.2-4.16.

Table 4.2 – Developers for Int1

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF		✔	Moderate
2	Friend 2	Current Staff	CSF		✔	Close
3	Father	Parent	Family	✔		Close
4	Mother	Parent	Family	✔		Close
5	Pastor	Pastor	Church	✔	✔	Close

Table 4.3 – Developers for Int2

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF	✔	✔	Close
2	Friend 2	Former Staff	CSF	✔	✔	Close
3	Friend 3	Former Staff	CSF	✔	✔	Close
4	Friend 4	Former Staff	CSF	✔	✔	Close
5	Friend 5	Former Staff	CSF	✔	✔	Moderate
6	Friend 6	Current Staff	CSF		✔	Close
7	Friend 7	Peer	CSF		✔	Close
8	Friend 8	Peer	CSF		✔	Close
9	Father	Parent	Family	✔	✔	Close
10	Mother	Parent	Family		✔	Close
11	Grandmother	Grandparent	Family	✔	✔	Close

Table 4.4 – Developers for Int3

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF		✔	Close
2	Friend 2	Student	CSF		✔	Close
3	Friend 3	Current Staff	CSF		✔	Close
4	Friend 4	Older Mentor	Church	✔	✔	Moderate
5	Husband	Spouse	Family	✔	✔	Close
6	Mother-in-Law	Parent-in-Law	Family	✔	✔	Close
7	Mother	Parent	Family		✔	Close

Table 4.5 – Developers for Int4

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF	✔		Moderate
2	Friend 2	Former Staff	CSF		✔	Moderate
3	Friend 3	Former Staff	CSF	✔	✔	Close
4	Friend 4	Former Staff	CSF		✔	Moderate
5	Friend 5	Current Staff	CSF		✔	Close
6	Friend 6	Current Staff	CSF		✔	Moderate
7	Husband	Spouse	Family	✔	✔	Close
8	Sister	Sibling	Family		✔	Close
9	Youth Pastor	Youth Pastor	Church	✔	✔	Moderate
10	Friend 7	Peer	High School		✔	Close

Table 4.6 – Developers for Int5

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF	✔	✔	Close
2	Friend 2	Current Staff	CSF	✔	✔	Close
3	Friend 3	Current Staff	CSF	✔	✔	Close
4	Friend 4	Unknown	CSF	✔	✔	Close
5	Friend 5	Student	CSF		✔	Close
6	Friend 6	Current Staff	CSF	✔	✔	Moderate
7	Mother	Parent	Family	✔	✔	Close
8	Father	Parent	Family	✔	✔	Close
9	Friend 7	Group Leader	Church		✔	Moderate
10	Friend 8	Group Leader	Church		✔	Moderate

Table 4.7 – Developers for Int8

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF		✔	Close
2	Friend 2	Former Staff	CSF		✔	Close
3	Friend 3	Current Staff	CSF		✔	Close
4	Friend 4	Former Staff	CSF		✔	Close
5	Friend 5	Current Staff	CSF		✔	Moderate
6	Mother	Parent	Family	✔	✔	Close

Table 4.8 – Developers for Int9

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF	✔	✔	Close
2	Friend 2	Former Staff	CSF	✔	✔	Close
3	Friend 3	Peer	High School	✔	✔	Close
4	Friend 4	Current Staff	CSF		✔	Close
5	Friend 5	Unknown	CSF		✔	Close
6	Friend 6	Unknown	CSF		✔	Close
7	Mother	Parent	Family		✔	Close
8	Friend 7	Older Mentor	Church	✔	✔	Moderate
9	Friend 8	Peer	High School	✔	✔	Close
10	Friend 9	Peer	Local International Ministry	✔	✔	Close
11	Friend 10	Peer	Local International Ministry	✔	✔	Close
12	Friend 11	Peer	Local International Ministry	✔	✔	Close
13	Friend 12	Peer	College (Outside CSF)		✔	Close
14	Friend 13	Peer	College (Outside CSF)		✔	Close

Table 4.9 – Developers for Int11

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF		✔	Close
2	Friend 2	Alumni	CSF	✔	✔	Close
3	Friend 3	Current Staff	CSF	✔		Close
4	Friend 4	Alumni	CSF	✔	✔	Close
5	Friend 5	Alumni	CSF		✔	Close
6	Wife	Spouse	Family	✔	✔	Close

Table 4.10 – Developers for Int14

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF	✔		Close
2	Friend 2	Former Staff	CSF	✔	✔	Close
3	Friend 3	Former Staff	CSF		✔	Close
4	Mother	Parent	Family	✔		Close
5	Father	Parent	Family	✔		Close
6	Grandmother	Grandparent	Family		✔	Close

Table 4.11 – Developers for Int15

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF		✔	Close
2	Friend 2	Unknown	CSF		✔	Close
3	Friend 3	Unknown	CSF		✔	Close
4	Friend 4	Unknown	CSF		✔	Close
5	Friend 5	Unknown	CSF		✔	Moderate
6	Friend 6	Former Staff	CSF	✔	✔	Moderate
7	Mother	Parent	Family	✔		Close
8	Father	Parent	Family	✔	✔	Close
9	Sister	Sibling	Family	✔	✔	Close
10	Friend 7	Peer	College (Outside CSF)		✔	Close
11	Professor	Educator	Education	✔		Distant
12	Friend 8	Peer	Church		✔	Moderate
13	Friend 9	Peer	Church		✔	Moderate
14	Friend 10	Peer	High School	✔	✔	Close
15	Friend 11	Peer	Camp		✔	Moderate

Table 4.12 – Developers for Int16

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF	✔		Close
2	Friend 2	Alumni	CSF	✔	✔	Close
3	Friend 3	Alumni	CSF	✔	✔	Close
4	Friend 4	Alumni	CSF	✔	✔	Close
5	Father	Parent	Family	✔	✔	Close
6	Mother	Parent	Family	✔	✔	Close
7	Sister	Sibling	Family		✔	Close
8	Youth Pastor	Youth Pastor	Church	✔	✔	Close
9	Youth Pastor	Youth Pastor	Church	✔	✔	Close
10	Friend 5	Older Mentor	Church	✔	✔	Close

Table 4.13 – Developers for Int17

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Alumni	CSF		✔	Close
2	Friend 2	Current Staff	CSF		✔	Close
3	Friend 3	Current Staff	CSF		✔	Moderate
4	Friend 4	Current Staff	CSF		✔	Moderate
5	Friend 5	Current Staff	CSF		✔	Moderate
6	Friend 6	Current Staff	CSF		✔	Close
7	Friend 7	Unknown	CSF		✔	Distant
8	Professor	Educator	University	✔	✔	Distant
9	Mother	Parent	Family	✔		Close
10	Grandmother	Grandparent	Family	✔	✔	Deceased
11	Grandfather	Grandparent	Family	✔		Close

Table 4.14 – Developers for Int19

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Unknown	CSF	✔		Moderate
2	Friend 2	Current Staff	CSF	✔		Moderate
3	Friend 3	Current Staff	CSF	✔		Close
4	Friend 4	Current Staff	CSF	✔	✔	Close
5	Friend 5	Current Staff	CSF		✔	Close
6	Friend 6	Adult Group Leader	CSF		✔	Close
7	Professor	Educator	University	✔		Distant
8	Sister	Sibling	Family		✔	Close

Table 4.15 – Developers for Int23

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Current Staff	CSF	✔	✔	Close
2	Friend 2	Current Staff	CSF	✔	✔	Close
3	Friend 3	Current Staff	CSF	✔	✔	Close
4	Friend 4	Current Staff	CSF	✔	✔	Close
5	Friend 5	Current Staff	CSF	✔	✔	Close
6	Friend 6	Current Staff	CSF	✔	✔	Close
7	Mother	Parent	Family	✔	✔	Close
8	Friend 7	Peer	High School	✔	✔	Close
9	Teacher	Former Student Teaching Supervisor	Education System		✔	Moderate
10	Pastor	Pastor	Church		✔	Moderate

Table 4.16 – Developers for Int24

	Developer	Role	Domain	Vocational Influence	Personal Influence	Intimacy
1	Friend 1	Former Staff	CSF	✔	✔	Moderate
2	Friend 2	Former Staff	CSF	✔	✔	Moderate
3	Friend 3	Student	CSF	✔	✔	Close
4	Friend 4	Student	CSF	✔	✔	Close
5	Friend 5	Current Staff	CSF	✔	✔	Close
6	Friend 6	Current Staff	CSF	✔	✔	Close
7	Friend 7	Current Staff	CSF		✔	Close
8	Friend 8	Peer	High School		✔	Close
9	Friend 9	Peer	College (outside CSF)		✔	Close

On average, the 15 participants had 9.2 developmental relationships, as revealed in responses to IQ12 and IQ14. Int1 had the fewest developers with five. Int15 had the most developers with fifteen. The average number of developers who provided vocational

support is 5.27, and the average number of developers who provided personal support is 8.2.

Participants described 63 influencers (45.65 percent) as providing both vocational and personal influence as revealed in response to IQ12, IQ14, and IQ16. Figure 4.3 shows the relationship between vocational and personal developers with total developers as revealed in response to IQ12 and IQ14. Only two participants (Int14 and Int19) report having more vocationally developmental relationships than personal developmental relationships. More about the difference and similarities between the functions of vocational and personal influence will be discussed later.

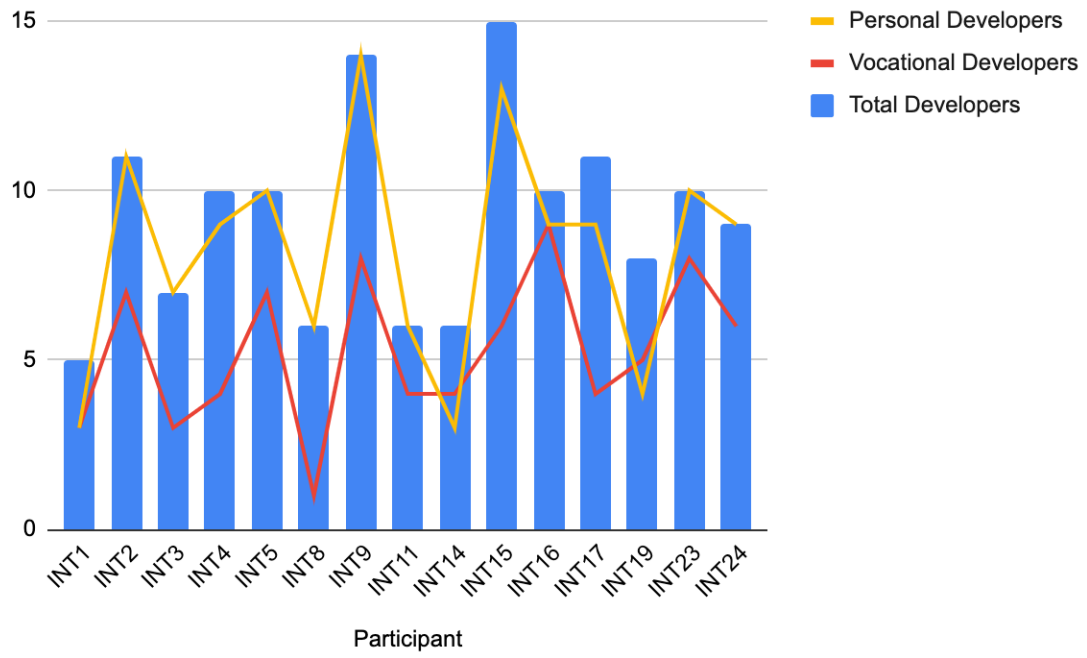

Figure 4.3. Developmental relationships: Vocation and personal influence.

Four participants named developers who were not known individuals. These responses were excluded from the developmental relationships for the purpose of the study. One participant named prominent published authors with whom there was no personal relationship. Other participants named organizations or groups as influencers.

Three of the participants were male, and twelve of the participants were female. Of the 138 total developers in response to IQ12 and IQ14, 67.39 percent (93) were female and 32.61 percent (45) were male. Of the developers releveled in response to IQ12 and IQ14, 77.54 percent (107) were the same sex as the participants and 22.46 percent (31) were the opposite sex. Int9 only named developers of her own gender, but the remainder of responses to IQ12 and IQ14 showed a mixed-gender developmental network. All participants named half or more of their developers from the same gender. Figure 4.4 shows the quantities of same-sex and opposite-sex developers. Sex is one method of grouping developers, and domain is another.

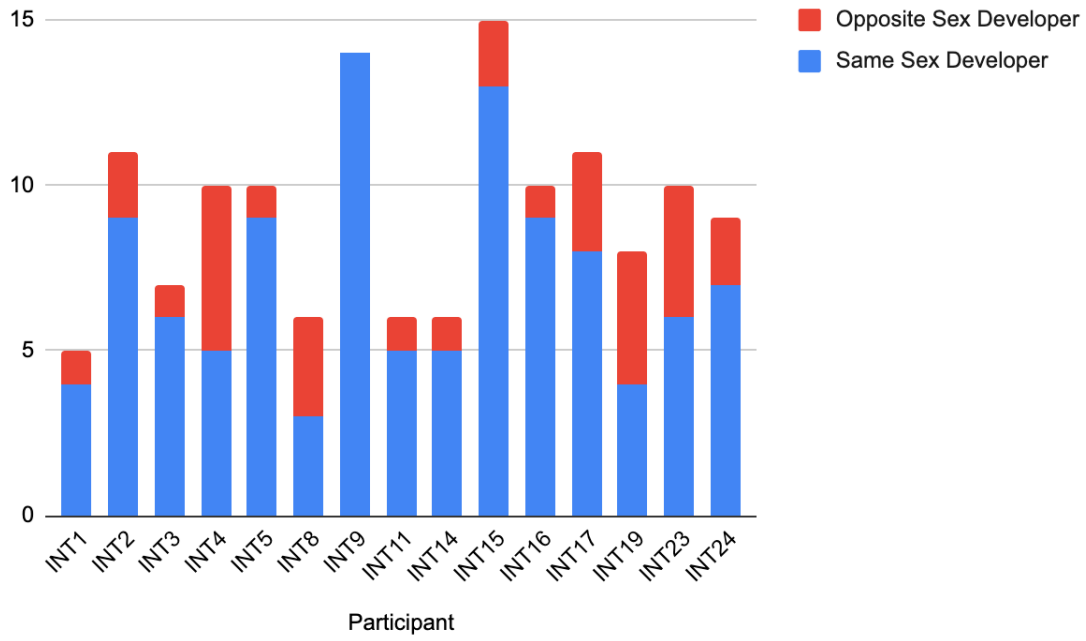

Figure 4.4. Same sex developers and opposite sex developers.

Domains

Interview Questions 22 through 24 were designed for responses to show how and where the influencers connected with the participants and one another. Interview Question 22 was designed to gather the context from which the participant knew the

influencers in their developmental network. The response to this question is recorded as the domain in Tables 4.2 – 4.16. Interview Question 24 was designed to reveal the connectedness between each of the influencers within the developmental network. Interview Question 23 was designed to reveal the level of familiarity between the participant and the influencers within the developmental network. Interview Questions 22 through 24 were designed to show how the influential relationships fit together in the life of the participant to make up a developmental network.

In total, the 15 participants named 138 developmental relationships. Those relationships were forged in various domains, which represented the areas of life where the participant built a relationship with a developer. The responses to IQ22 and IQ24 revealed that developmental relationships among CSF staff were formed in eight domains. Those domains include CSF, family, church, high school peers, international parachurch ministry, college peers (outside CSF), educators, and camp peers. Figure 4.5 shows the number of developmental relationships that existed within each domain. Very few developers overlapped relationships with developers in other domains, according to responses to IQ24. Some developers were known by the participant in more than one domain. For example, a developer may have been a family member, but also attended church with the participant. In these cases, the primary domain based on the description (in this case, the family) was counted.

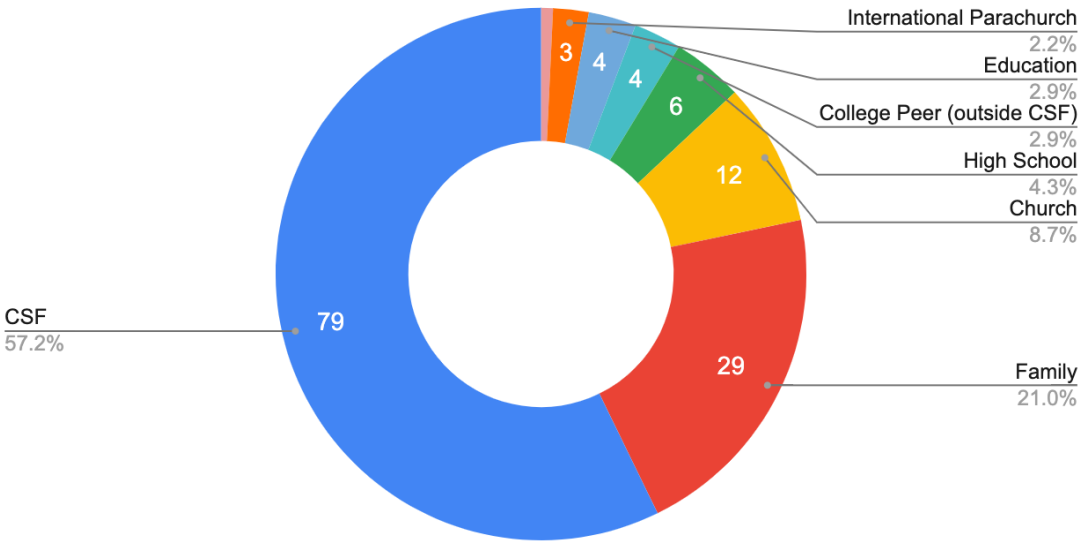

Figure 4.5. Total developmental relationships by domain.

CSF was overwhelmingly the most influential domain, with 57.2 percent (79 out of 138) of developers coming from within the ministry. Family was the next most popular domain from which to draw influence, capturing 21 percent of the whole. Other domains influenced participants at the following rates: Church was 8.7 percent, high school peers were 4.3 percent, college peers from outside of CSF were 2.9 percent, educators (college and graduate school professors and a student teaching supervisor) were 2.9 percent, a local parachurch ministry was 2.2 percent, and peers from camps were 0.7. Figure 4.5 shows the domains from which developers were reported to have emerged in response to IQ22. Only one participant named a "secular" vocational connection that did not originate at CSF.

The number of domains varied among participants as revealed in responses to IQ22. Figure 4.6 shows the quantity of domains from the participants knew their developers. The average number of domains was 3.4. The participants with the smallest

number of domains (Int2, Int8, Int11, Int14) drew influence from 2 areas. The largest number of domains represented among participants was 7 (Int16).

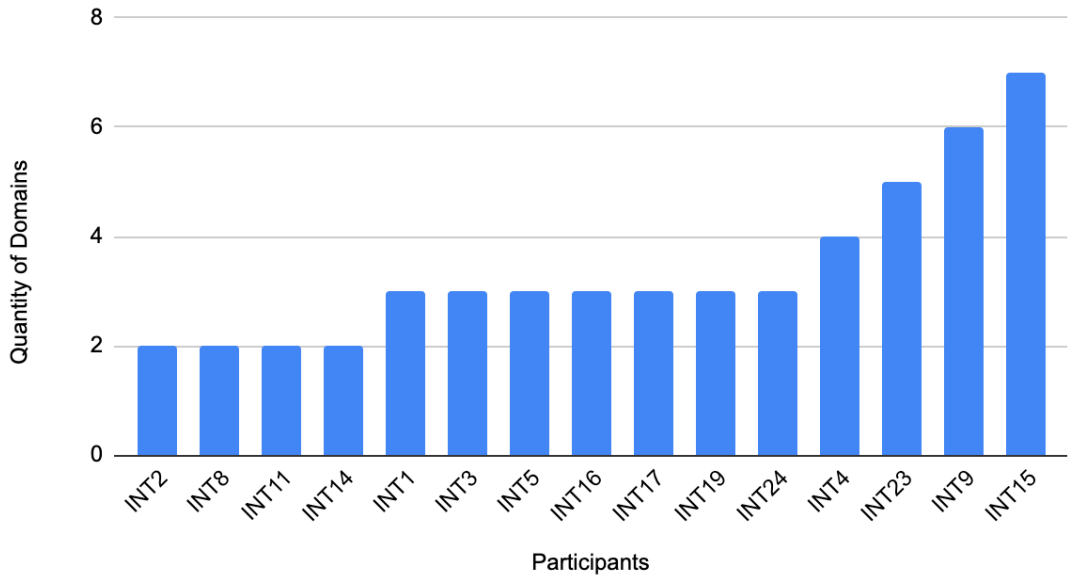

Figure 4.6. Quantity of domains by participants.

Figure 4.7 shows for each participant the total quantity of developers. Moreover, Figure 4.5 shows which domains were represented and the quantity of developers from each domain within the developmental network. This data was gathered in responses about what relationships were influential vocationally (IQ12 and IQ15) and personally (IQ14), as well as where those relationships were formed (IQ22 and IQ24). Responses to IQ12, IQ14, IQ22, and IQ22 revealed that CSF was a significant domain for forming influential relationships.

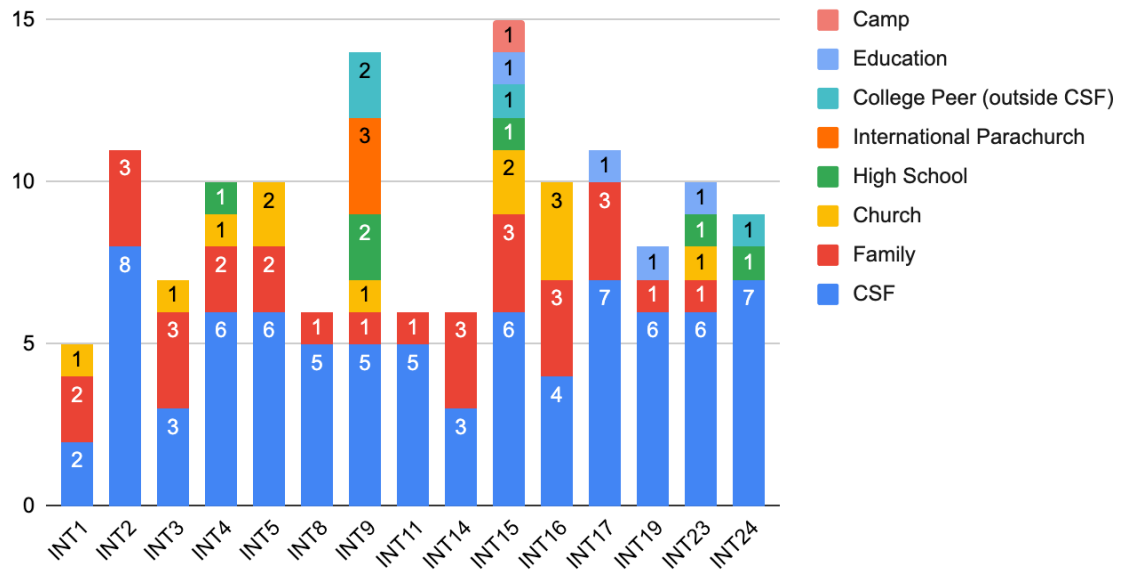

Figure 4.7. Individual developmental relationships by domain.

Development at CSF

One hundred percent of participants named CSF as a domain where they found developmental relationships in response to IQ22 and IQ24. CSF was overwhelming the most influential domain, with 57.2 percent of developers coming from within the ministry. Seventy-nine out of 138 total developmental relationships came from inside CSF (See Figure 4.5). No staff member had another domain with more developers than the domain of CSF (See Table 4.7).

The type of influence (vocational or personal) provided in developmental relationships for each participant at CSF is displayed in Figure 4.8. The data was collected in responses from IQ12, IQ14, IQ16, IQ22, and IQ24. Responses to IQ12 and IQ16 identified the vocational developers. Responses to IQ14 identified the personal developers. IQ22 and IQ24 identified the domains where the relationships existed, in this case CSF.

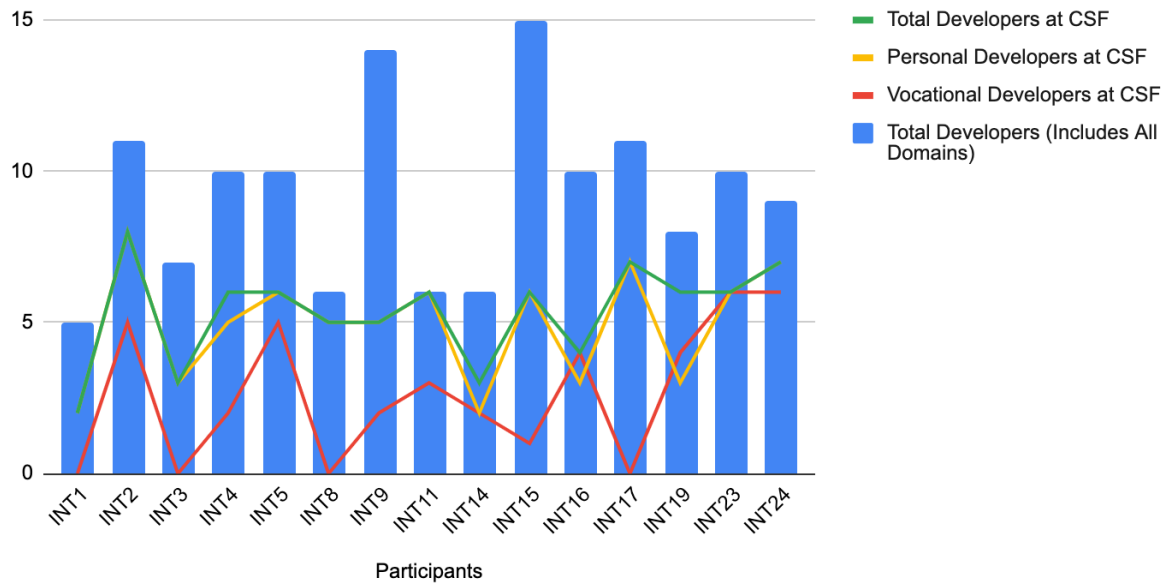

Figure 4.8. Personal and vocational developmental relationships at CSF.

All fifteen participants reported having personally influential relationships at CSF. Eleven participants named more personal influencers than vocational influencers at CSF. Four participants (Int1, Int3, Int8, and int17) named no vocational influencers at CSF. Int14 and Int23 reported equal numbers of people providing vocational and personal support at CSF. Int16 and Int19 reported slightly more vocational influencers than personal influencers. Moreover, Table 4.8 also shows the total number of developers (representing all domains) that each participant reported in response to IQ12 and IQ14. CSF represented the domain where developmental relationships were most frequently formed, but other domains were also reported by participants.

Outside of CSF, the participants named seven other domains were named where developmental relationships emerged in response to IQ22 and IQ24. Those domains included family, church, educators, high school peers, college friends (outside CSF), and

camp. Among the domains outside of CSF, family was the area that produced the most developers.

Fourteen out of 15 participants (93.22%) described at least one relationship within the family as developmental. The mother was the most frequently named member of the family to be an influential relationship. Mothers were named by 73.33 percent (11 out of 15) of participants as ones who provided vocational and/or personal influence (responses to IQ12, IQ14, and IQ16). Additionally, fathers were named as influencers by one-third of participants. One hundred percent of participants who named their fathers as influencers also named their mothers. See Figure 4.9.

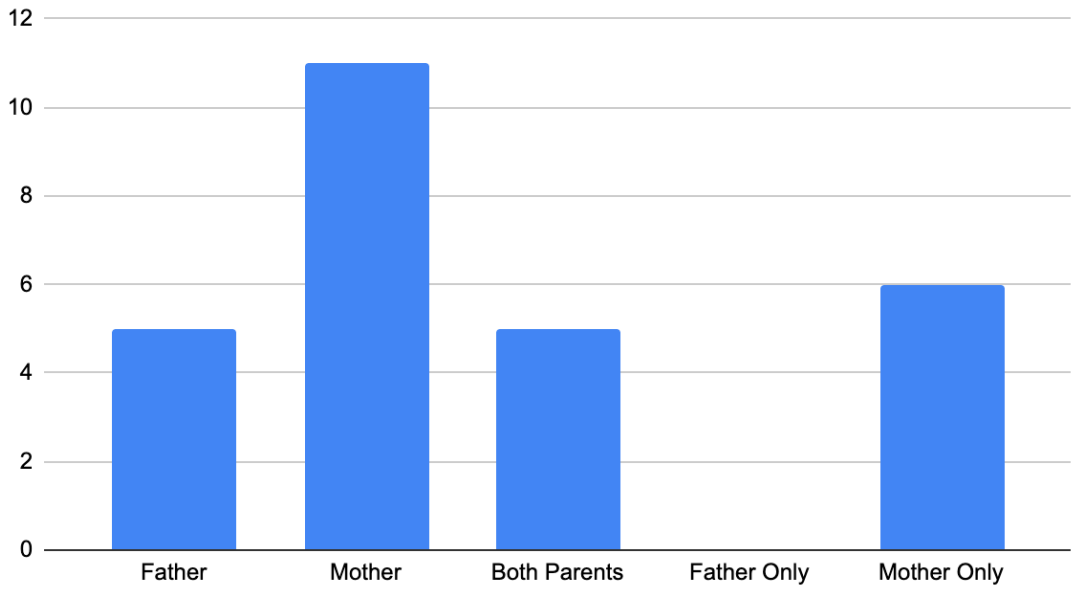

Figure 4.9. Parents as developers.

Spouses, grandparents, siblings, and a parent-in-law were also mentioned as being influential relationships. Figure 4.10 shows which family members were named as developers (responses to IQ12 and IQ14), as well as the type of influence they provided (responses to IQ13, IQ15, and IQ16). The type of development provided by each family

member was revealed in response to IQ13 about vocational influence and IQ15-16 about personal influence. The marital status of participants was not asked as an interview question, so little data is known about how marriage factors into developmental relationships.

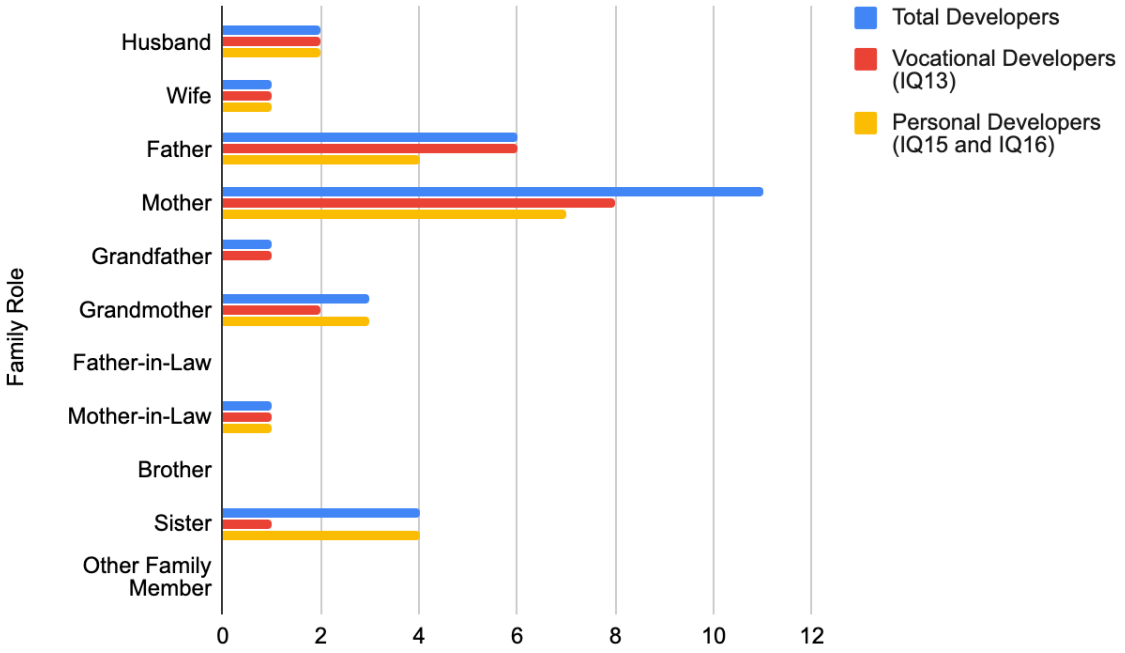

Figure 4.10. Family role as developers and development type.

Although parents were named as influential, the influence was sometimes expressed negatively. In response to IQ16 one participant said that their mother, “had a hard time articulating good advice.” Furthermore, the participant reported that she “often, often gives me toxic advice that’s really not helpful.” Likewise, about broken family relationships, one participant said, “It wasn't the greatest, so I learned from that as well. So, I saw that as a kid. And since then I've tried to grow out of that, make sure it's not something that stays part of my life” (Response to IQ15). Others described their parents in more positive terms.

Sometimes the parental sacrifice was named as a strong vocational or personal influence. In response to IQ14 and IQ15 the following responses were given as participants described their relationships with their mothers:

- "Everything she does is for us and it's like she never thought of herself. She only thought of us and did everything for us." (Int15)
- "I don't want to disappoint her. And I don't want her hard work of getting me to where I am right now to be wasted in a sense. So, I think that definitely has a huge impact…. She has modeled what it looks like to be such a hard-working person, such a hard-working woman, and I don't want to let that like fall flat on how I live my life." (Int23)

Some participants described navigating approval and independence from parents.

Int17 said about parents in response to IQ14, "What I have learned through college is making up my own mind, and not always following what they want for me," In the same vein, Int1 sought approval from parents in pursuing vocational ministry and got "somewhat of a blessing," and was told to "do what you want." Likewise, Int14 shared in response to IQ14 about vocational influencers: "Growing up, versus now, I don't think those same people really influenced me. I think growing up it was my parents who really did … Now I think it's more friends."

The majority of developers came from inside CSF (57.2 percent) or from inside the family (21 percent), according to responses to IQ22. Those two groups combined made up 77.2 percent of developmental relationships, and the six other domains combined contributed the remaining 22.8 percent of influencers (see Figure 4.5).

Intimacy

Developmental relationships mentioned had various levels of intimacy or closeness associated. Responses to IQ23 were designed to identify the level of intimacy in the developmental relationships. Participants also often discussed the level of intimacy in a relationship in response to IQ12 and IQ13 about vocationally influential relationships and IQ14 and IQ15 about personally influential relationships. Responses to how well the participants knew their influencers were included in Tables 4.2 – 4.16. Most of the influential relationships were described as close. Often "best" or "closest" friends were described (Int2, Int4, Int8, Int9, Int11, Int15, Int16, Int17, Int19, Int23, and Int24). Many were also described as moderately close. Very few participants described relationships that were more distant or loose ties.

Many participants mentioned being deeply known as a function of that vocationally or personally influential relationship. A pattern emerged that described shared life or daily companionship. Many of the personally influential relationships were described as people who "do life" together or have a daily pattern of sharing life. The following responses to IQ15 describe this type of relational pattern.

- "Probably like the person that's closest in my life and so to be able to see more of the day to day. I think she understands my relationships with other people so she can help better than someone like maybe my mom in relationships because to doesn't see them lived out." (Int8)
- "They are consistently in my life and look for opportunities to be in my life. And to keep up intentionally with one another. Try to as regularly as we can. And I feel like that's huge just letting someone know you want to be in on their life, and like walking with them." (Int14)

Daily companionship was considered not only personally influential, but also vocationally influential by participants. In response to IQ13, participants gave the following responses about vocational influence.

- "They can know me on such a deep personal level and therefore know the impact the Lord is making on my life, then extend into, like helpful guidance for that career path." (Int19)
- "My people that I do life with. They're the ones that probably know me the best, just from a sense of who I am right now. And so, they were always just so encouraging [saying]. You are made for this [ministry job]. And even when I'm feeling discouraged … reminding me, this is what you wanted to do. Like, this is where you want to go." (Int24)

Finally, in response to IQ22, Int9 described how well she knew the people who influenced her vocationally and personally, saying, "Because I'm living life with them, they do get to speak a lot more into my life. And I do let them speak a lot more into my life because they are literally with me the most so they get to see all the details that even my closest friends don't because they don't see me every day." Daily companionship was a frequently mentioned trait of influential relationships. In addition to sharing daily life, other common patterns arose in relationships that were considered developmental.

Functions in Developmental Relationships

Responses to IQ13, IQ15, and IQ16 exposed which qualities the participants described in a relationship that they considered to be influential. Several patterns emerged as participants repeated similar conditions present in the relationships that they considered to be impactful on career choices (in response to IQ13 and IQ16) and personal

growth (in response to IQ15). The following functions of influential relationships were named most frequently:

- Role Modeling
- Encouragement
- Confrontation
- Invitation to Ministry
- Challenge to Think
- Reading Books
- Use of Scripture

The functions that developers described as vocationally influential (in response to IQ13 and IQ16) and personally influential (in response to IQ15) often overlapped. Table 4.11 shows which influential functions were reported as vocational, and which were reported a personal by participants. All of the functions that emerged as major themes in influential relationships were named as both functions of vocational and personal development.

Table 4.17 Mentoring Functions

Influential Function	Named as Vocational Function (Response to IQ13)	Named as Personal Function (Responses to IQ15 and IQ16)
Role Modeling	Int4, Int5, Int17, Int23	Int2, Int17, Int19, Int24
Encouragement	Int1, Int2, Int4, Int5, Int8, Int9, Int14, Int15, Int16, Int17, Int19, Int24	Int2, Int5, Int8, Int14, Int16, Int19, Int24
Confrontation	Int5, Int13	Int14, Int17, Int23, Int24
Invitation to Ministry & Challenge in Ministry	Int2, Int4, Int16	Int8, Int9
Reading Books	Int1, Int5, Int11	Int1, Int15
Use of Scripture	Int9, Int15	Int3, Int5, Int24
Prayer	Int1, Int3, Int9	Int3, Int5, Int9, Int14, Int15, Int17

Role Modeling

Participants described their influential relationships in response to IQ13, IQ15, and IQ16. A pattern that emerged where participants described being influenced by the lives of others who provided a model for how to live, or a role modeling example. Role modeling was considered a vocational influence for many.

Vocational Influence of Role Modeling. Interviewees 4, 17, 23 each responded to IQ13 by naming the role modeling function as it related to vocational influence. Role modeling was described in the following ways:

- "So just seeing how she lived her life. And her stepping out to come on staff I think was a big deal. Just even to watch that. Not even like specific conversations that we had about it. But just to see that and to see the way she lived her life, I think was big." (Int4)
- "Getting to see how she has been living out her life on staff, just like by example." (Int16)
- "Just the way that she lived her life… just the way she cared for people. So that pushed me to want to care for people and pursue a career in which I can help care for people. And like, walk alongside people, because I believe that's very much what she did." (Int17)
- "She has modeled what it looks like to be such a hard-working person, such a hard-working woman, and I don't want to let that like fall flat on how I live my life." (Int23)

In addition to vocational examples, participant described examples of how to live among their personal influential relationships.

Personal Influence of Role Modeling. Role modeling extended to the area of personal influence. Many participants described role modeling that was personally (rather than vocationally) formative to them in response to IQ15. Responses to IQ15 that related to role modeling often included the area of spirituality, which emerged as a common theme. Responses to IQ15:

- "Examples of how they live encouraged me to want to live in relationship with the Lord as well." (Int17)
- "That mostly has been prayer, like, just seeing how she prays and being challenged by that. And like, asking her for prayer when I need it, but also learning from her how she prays into things. Learning about how to intercede. Learning to memorize the Scripture and also discipleship. She's always investing in others. And so that's helped me see. She impacts so many people. So just to model after her." (Int3)
- "Just like watching how much in love with Scripture she is. And just like how quick she is to jump to prayer. I was just like, man, I want to be like that. And just her genuine love for the Lord too. She's just a great example of how to live life." (Int24)

Being influenced to model the behaviors of influential relationships was a consistent theme. In addition to vocational and personal role modeling, a primary theme of developmental relationships that emerged from the research was encouragement.

Encouragement

A common pattern that emerged when participants described their influential relationships was encouragement. Participants described receiving encouragement in

response to IQ13, IQ15, and IQ16. Encouragement was considered a vocational influence for many.

Vocational Influence of Encouragement. Twelve of the 15 participants named encouragement in response to IQ13 as part of their influential relationships: Int1, Int2, Int4, Int5, Int8, Int9, Int14, Int15, Int16, Int17, Int19, and Int24. Int4 reported that she received encouragement when she had self-doubt about joining CSF staff. Int19 received "encouragement of my abilities and potential." Moreover, in response to IQ13, the following responses were given.

- "She's super supportive and encouraging. [She says,] 'Go after it. You can do it.'" (Int17)
- "Her encouragement also just helped shape me, like emotional support to help feeling good about myself and feeling good about future careers. And knowing that I have potential to do those things." (Int17)
- "She's really encouraging. She's one that just champions my dreams. So, if I like bounce ideas off of her and she's just like yeah totally go for it. There's nothing stopping you." (Int15)

In addition to vocational influence, encouragement provided personal influence, according to participants.

Personal Influence of Encouragement. When asked in IQ15 about what made a relationship influential, Int8 described a "very encouraging person that wants the best for everybody" (Response to Int15). Describing personal support in response to IQ15, Int19 said an influencer was an "extremely encouraging person to me." In response to IQ16,

Int24 named influencers who are, “those encouraging people around you every day constantly pointing you back to Christ.”

The unique language of “speaking into” was used by many participants to describe their encouraging relationships. In response to IQ13, Int14 said her influencer, “is someone that one, I just like really trust to speak into my life, about career, because she knows my heart in ministry.” Also, in response to IQ13, Int5 said that her influencers can “speak into” her life because they know her personality well. Similarly, in response to IQ15, Int14 names a developer who would “speak life and encouragement.” Int16 also named personal influencers who “speak into” her life. The function of “speaking into” was considered to be both vocationally and personally by different participants. In addition of the developmental function of encouragement, confrontation also emerged as a pattern of influential behavior.

Confrontation

Participants frequently named confrontation as an element of developmental relationships. Many participants referred to this confrontational element as pushing, challenging, or calling out. Several participants described an influential relationship that contained this corrective element. The confrontation mentioned by participants was often described as being rooted in caring relationships. Several participants expressed that their most developmental relationships often included both confrontation and care that influenced them both vocationally and personally.

Vocational Influence of Confrontation. Vocational relationships that had an element of confrontation with care were present for several participants. In response to IQ13, Int5 said about one influential relationship, “She's really good at calling me out on

B.S." Moreover, Int5 named another developer in response to IQ13, as "really good at calling me out for stuff," which included "good and bad." In the same vein, another participant described in response to IQ13 a "hard conversation" where the participant was confronted by a pastor for missing some key church meetings. However, the pastor kindly stated that he missed the participant. In addition to vocationally influential relationships, personally influential relationships also included caring relationships with elements of confrontation.

Personal Influence of Confrontation. Several participants described personally influential relationships where compassionate confrontation was present. These relationships contained elements of deep care, but also deep challenge. In response to IQ15, the following responses were given.

- "We've always got this balance of grace and truth. And like telling each other hard things, but also knowing like, there's grace for it." (Int17)
- "She was really helpful in, like, personally growing me into a more organized person. She challenged me and she would put, you know, here's the standard, or the expectations I have for you, that was just a little bit above where I was now. And she like, helped, you know, with grace and patience pushed me into fulfilling those expectations. She did that really, really, well. And I never was, like, afraid or intimidated by her. But I felt very challenged. Like, I felt like there was room for mistakes, but also that she had high expectations for me. And so, there was room to step into that." (Int23)
- "She is really good about calling those things out. Like, even with stuff like cussing or having a bad attitude. She'd just be so quick to be like, this isn't

God-honoring. You need to check yourself. Sometimes in a harsh way that created fights, but it was good that it happened. And [she] was really good about being like, you don't believe this about God, and you need to figure that out. And I mean, like I said, I wouldn't be where I am without that kind of guiding from someone that I knew loved me." (Int24)

- I think just the way that we encourage each other, And, like, want to see the best in each other, but encouraging that potential. So, she kind of pushes me in some areas." (Int17)
- "She really pushes me not to shy away from difficult conversations or difficult work. And so, I think that is one way that she really influences me." (Int23)
- "[They] challenged me in really good ways… almost like refining fire that can be like, oh, that's kind of scary to get close to, but then once you do you're like, no I need this, and I need to not be afraid to be this for other people." (Int14)

Warm, yet confrontational or challenging relationships were a major theme among developmental relationships. Additionally, relationships were considered influential by participants when they included invitation into ministry roles.

Invitation to Ministry

Participants consistently named those who influenced their vocational choices in response to IQ13 as those who invited them into ministry. Some were invited to help make ministry decisions as teenagers by their youth ministers. Int4 describes her former youth pastor: "He challenged us to really take ownership of the youth group, which I guess I had never really thought about before, never really seen anybody do. … And so, I

think, in college …I was able to take ownership of the ministry and not just sit and consume, but like be a part of it, to serve."

Likewise, in response to IQ13, Int16 described her experiences with her youth minister: "There's so many opportunities that she gave me to see what it looked like to be in the ministry behind the scenes, not just like, the parts where you're being seen…and that really opened my eyes to how much more it was and how important it was, too." In addition to invitations into ministry from youth ministers during teen years, invitations from staff members to join CSF staff were also named as influential in vocational decisions.

Int2 described in response to IQ13 his conversations with former staff members, saying they "put the idea [of joining staff] in front of me. They thought I'd be a good fit for staff. They wanted me to come on staff. But I was pretty hesitant… They just saw something in me that I didn't see and then as time went on, the more I was able to see what they're seeing so I gave it a shot." Int4 further described her invitation to ministry from a staff member. When asked about who encouraged her vocational decisions in IQ13, she said, "People at CSF in general. If people think that you'll be good on staff, they're going to be good at encouraging you." She went on to describe an influential conversation with a CSF staff member:

> It was like pretty early in my last year of college and he was like – Are you coming on staff? And I was like I don't know. I'm thinking about it. And one day, he was like this is the official handshake if you shake my hand. If you shake my hand then you're coming on staff. And I did it, and I was like oh what have I just done? So, he was influential in that way, just encouraging in a unique way.

Participants used particular language when they described how influencers invited them into ministry.

The language of being “called up” or “called higher” by leaders emerged. Int8 shared in response to IQ15 about an influencer:

> I think he saw things in me that I probably wouldn’t have seen in myself. He like called me up into things like speaking that I probably would have not done. I would have never ever wanted to do that. But then it was like, if someone asked me to do something that like they would trust me with that. I'm not just gonna say no because I'm like, nervous or I don't want to put the work in to do it. But like, to be able to say to someone like I see this in you I think you have a lot to say, is encouraging and helps me.

Int16 and Int9 also used language of “calling higher” as part of their influential relationships. Int16 said in response to IQ13 that a leader "always called me higher into leadership" and “pulled me up into leadership because she saw it in me." Int9 said that two of her ministry colleagues offered relationship that were personally influential because they would “call each other higher” (responses to IQ16). In addition to inviting participants into ministry, developers provided influence through promoting reading.

Books

Books and authors were repeatedly mentioned during the interviews. Participants named authors whose books influenced them when questioned about their influential relationships. Int1 said about a group of named authors in response to IQ15, “All these guys definitely poured into me through their literature, and through their sermons. I was definitely being shepherd by them in one sense. Just looking up so highly to their

devotion to the Lord and to spreading his gospel." Books were a common theme in developmental relationships.

Int15 describes her influential relationship with her father in response to IQ15 in this way: "He's just very well read. He references a lot of books, and so I read a lot." Int1 said in response to IQ13 that one relationship was influential because, "He's also given me books that I can read and he's given me books to challenge me and my walk, my theology, which I really much appreciate." Int5 also named an influential behavior of receiving books from her influencer (response to IQ13).

Int11 describes in response to IQ13 a "book study slash accountability type of group" as follows: "All those guys. They're all really smart, well-educated guys who I think are constantly stretching themselves to think harder and deeper about things. So that challenges me. I mean, I'm certainly not the first one to crack open any book at all. So, they challenged me that way."

In response to other interview questions, participants named the influence of books. In response to IQ18, Int9 responded, "The people that have encouraged me the most are probably like books I've read … just hearing about missionaries." She went on to describe learning about the examples of Heidi Baker, Mother Teresa, and Amy Carmichael. Another relevant response came from an unrelated question. Int 5 responded to IQ9 saying, "I like reading books about ministry and all of that so like I love learning about how other people have done stuff. And I feel like, it's like continuing to learn, which is good ground to stand on by continuing to learn." In addition to reading books, several participants named the use of scripture in their developmental relationships.

Scripture

The use of scripture was prominent in how the participants described being influenced by others. Some particularly named the relationships their influencers have with scripture as being influential. The following responses were given to describe the prominence of the Bible in influential relationships.

- "Watching how much in love with scripture she is. And just like how quick she is to jump to prayer. It was just like, man, I want to be like that." (Int24, response to IQ16)
- "[She would] share with me those scriptures and hunger for the scripture – a scriptural Christian life and not an American Christian life." (Int3, response to IQ15)
- "She shares a lot of scripture with me like what she's learning. What she sees in scripture. And she's just devoted and showed me. And now I'm wanting to read more and see more in scripture." (Int3, response to IQ15)
- "She's just really good at like making the Bible simplistic of like how do you apply this daily." (Int5, response to IQ16)
- "He just knows the Bible really well." (Int15, response to IQ13)
- "[They were] faithful to pray with me and for me and to point me the Scripture" (Int9, response to IQ13).

The role of scripture was also evident in Bible study groups.

Twelve of the 15 participants named Bible study leaders as influential relationship in their lives. Int1, Int2, Int3, Int4, Int5, Int8, Int9, Int11, Int 16, Int17, Int19, Int24 all named at least one developmental relationship with someone who led a Bible study group in which they participated. Furthermore, Int16 also stated in response to IQ15 that she

was challenged and influenced by a Bible study group she led as a student because of the responsibility of leadership. In addition to using and studying scripture, prayer was a common theme that emerged as an influential function.

Prayer

Prayer was frequently named as a way that participants experienced as key parts of their developmental relationships. Int1, Int3, and Int9 named being prayed for as a significant element in their vocationally developmental relationships in response to IQ13. Prayer was also a common feature in personally influential relationships. In response to IQ15, Int3, Int5, Int9, Int14, Int15, and Int17 shared that their influencers prayed for them as a function of their relationship.

Conclusion

Research Question 1 highlighted which relationships were influential in the imminent career choices for staff at CSF. The description of the evidence included descriptions of influencers by type of influence (vocational or personal), gender, level of intimacy, and domain where the relationship was established. Additionally, the common functions of relationships were included in the description of the evidence. Next, Research Question 2 will relate to S.M.A.R.T. career plans.

Research Question #2: Description of Evidence

How far have UKCFS staff progressed in developing a S.M.A.R.T. career plan?

Research Question 2 was designed to determine how far participants have progressed in developing S.M.A.R.T. career plans. S.M.A.R.T. goals are Specific, Measurable, Achievable, Relevant, and Time-bound. See Figure 4.11.

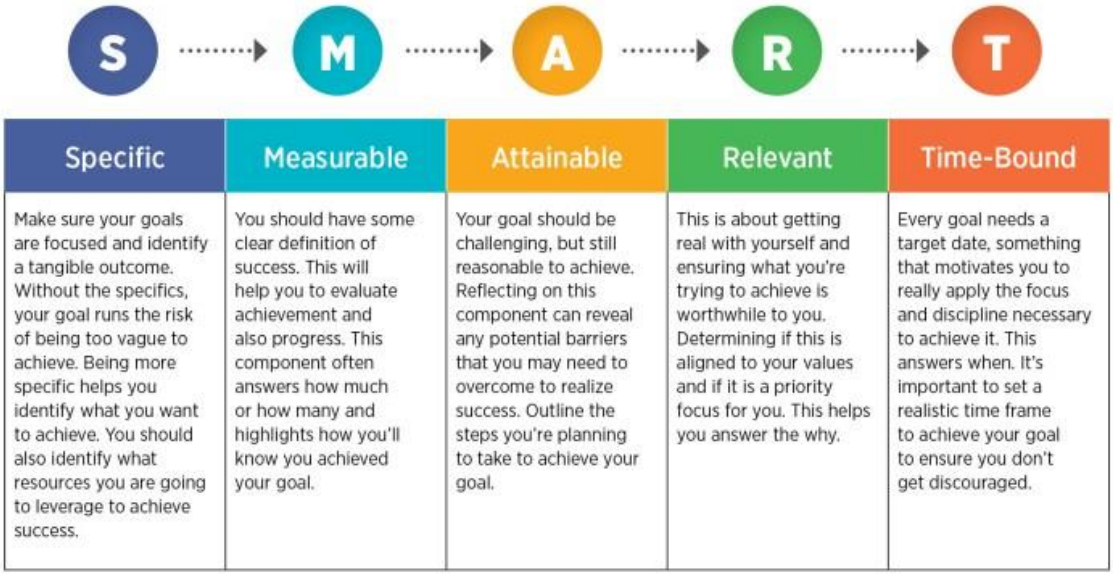

Figure 4.ll. S.M.A.R.T. goals. (Source: "Planning for New Objectives? Here Is How to Create SMART Goals." *Think Marketing*, Nov. 2012)

The tool used for collecting the answer to this research question was a semi-structured interview.

- Interview Questions 5, 9-11, and 18 were used to identify the ***specific*** career plans among staff members at CSF.
- Interview Questions 28-29 were used to identify ***measurable*** career plans among staff members at CSF.
- Interview Questions 7 and 25-27 were used to identify the ***attainable*** career plans among staff members at CSF.
- Interview Questions 6 and 8 were used to identify the ***relatable*** career plans of staff members at CSF.
- Interview Questions 30 and 31were used to identify the ***timely*** career plans among staff at CSF.

Specific Career Goals

The first element in a S.M.A.R.T. goal is about specificity. Interview questions 5, 9, 10, 11, and 18 were asked to determine the degree to which participants had developed specific goals for their careers. See Table 4.18.

Table 4.18 – Semi-Structured Interview Questions for Identifying Specific Goals

IQ5	What are your career plans?
IQ9	What will you do to pursue your career?
IQ10	What do you hope to achieve in your career?
IQ11	Who are the specific people or types of people you want to be working with in the future?
IQ18	Who do you know who has the kind of job you want in the future?

IQ5 was designed as a "grand tour question" (Sensing Loc. 2332) to help determine in broad strokes how far participants had progressed in developing a specific career plan. Participants' responses were classified into four categories that emerged as major themes in relation to the specificity of career plans.

Anticipated Career Paths

Participants described their career plans in terms that fit four categories of career paths. The participants (1) named one anticipated career path, (2) named more than one potential career path, (3) named no rudimentary anticipated career paths beyond their current roles, and/or (4) named eliminated career paths. See Figure 4.12. In the first category, several participants named one anticipated career path.

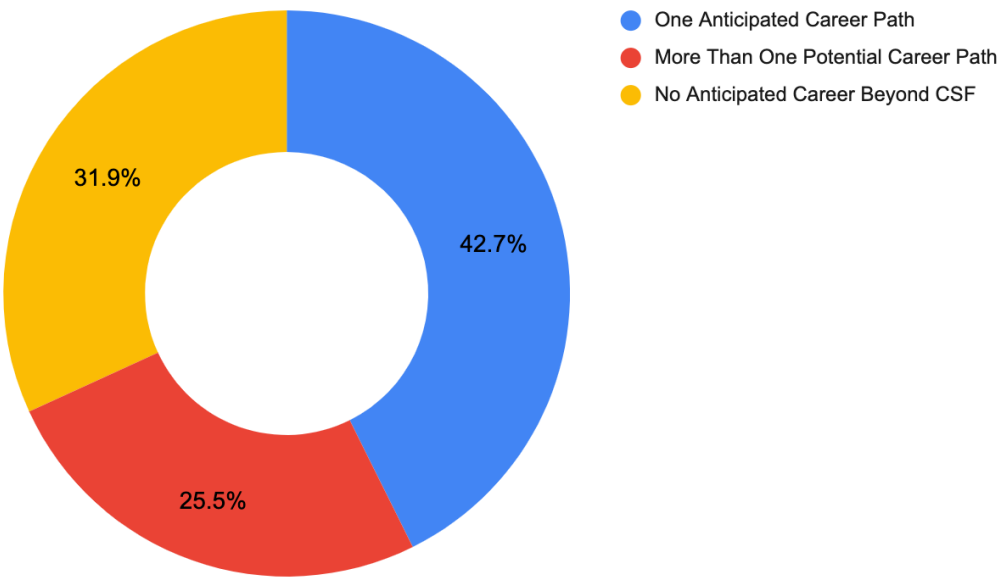

Figure 4.12. Anticipated future career plans beyond CSF.

One Anticipated Career Path. Among those who named one anticipated career path in response to IQ5, several named vocational ministry as their desired career path. Several others named "secular" careers outside of traditional vocational ministry. Even when one career path was anticipated, details were not generally present.

Int4 described her interest in ministry or nonprofit work:

> I don't necessarily have career plans. I currently like administrative work … I think that in the future, I would be happy, I won't say anywhere, but pretty much anywhere, doing administrative work, if I feel like I'm really helping. I like the idea of staying in like, maybe the nonprofit realm or ministry realm, because I believe in the vision of different organizations like that, whose goal is to help people or to reach people on campus or just things like that. So just moving forward, I think I would enjoy doing that in different settings, wherever that may be.

Although the plans did not include a specialization within administrative work (such as bookkeeping or event planning) or an exact organization or organizational type (that is, church, charity, or missions agency), they did name one general track for the future. Other participants also described future plans with few details.

Int2 and Int11 anticipated doing secular work in the future, but exact plans were not precise, as revealed in their responses to IQ5. Int 11 said he would, “probably slip into something more corporate world sales, something like that. I imagine my next job will probably be in sales, but no idea what. Could be anything basically.” Int2 said, “My career plans are to hopefully pursue a career in marketing, preferably around sports, but I just enjoyed marketing in general. So, I think, just something in the realm of that.” These fields of interest were expressed broadly, but other participants named a narrower field.

Two participants who described one career path named a desire to pursue teaching English as a second language. Int15 offered in response to IQ5, “I want to go back to grad school, I think, and get my degree in English as a second language. And then after that I'll be in some sort of school system, probably public-school systems.” She also specified a timeline for starting and finishing school and getting hired. In response to IQ5, Int9 expressed interest in teaching English as a second language, but her response was more tentative: “I think I don't entirely know what my plans are. Very, very, open to whatever the Lord has for me, that I have been praying about pursuing ESL English as a second language and I think I would want to be a teacher.” Among those who were more settled on a career plan, graduate school was often a consideration. In response to IQ9, several participants shared plans for graduate school. Int19 is currently enrolled. Int9

named grad school as her “next step.” Int15 had plans to apply to grad school. However, not all participants had narrowed their anticipated career paths.

More Than One Anticipated Career Path. More than one possible career path was indicated by several of the fifteen participants in response to IQ5. Often one possible path was vocational ministry and the other was secular, in the field of their undergraduate study. When asked about his vocational plans, Int1 said:

> So I do ministry currently. And I love ministry, so I want to keep doing ministry. But also, I love my degree, and so I can totally see myself being a supporter of college ministry through financial means while working [in field of college major].

Likewise, Int5 named some different possible options. Int5 held a degree in Interior Design (revealed in response to IQ4), and she said:

> I love design and so maybe like doing something in the arts, or doing residential design, flipping houses, or all of it. Ministry maybe three years. Then I have no idea but there are big ideas for starting a small business of like equipping women. I really have been somewhat running with that idea.

Another participant was also considering pursuing more than one possible career simultaneously. Int23 described her anticipated future in this way:

> I would love to look into teaching either next year or the year after and potentially even do some catering on the side. I'm not sure if I'll do teaching my whole life. I love ministry. So, I might also go into maybe some ministry that has to do, you know, something with kids, working with kids and cooking and something along those lines, But for now, looking into teaching for a few years.

Plans were not firm for many participants.

For some participants, career decisions were intentionally delayed or held loosely. Int14 described her approach to planning for the future in response to IQ5: “I just know right now that I'm here. Ever since I decided not to apply to dental school. At one point, I did have like what I felt like was a 10-year plan ‘ish’, and since I decided not to apply, I've kind of been taking it year by year.” Moreover, in response to “What do you hope to achieve in your career? (IQ10), Int14 responded, “Maybe I’m just thinking more about finding a career.” Other participants described their reasons for delaying career decisions.

One reason cited by participants for keeping plans open was because divine interruption was anticipated. This was revealed in responses to IQ5 given by Int24, Int23, and Int9. Int24 said, “The Lord could totally do something wild and, you know, send me anywhere.” Int23 held off on making solid plans, saying, “I see myself teaching and then ministry, but I don't know, the Lord could mix those. I don't know what that would look like.” Int9 also remained open to being redirected by God, saying, “I think I don't entirely know what my plans are. Very, very, open to whatever the Lord has for me.” Interference from God was not the only anticipated interruption to future plans.

Another reason for delaying career decisions was unknown family dynamics. Some participants anticipated that family needs and conditions could shape some eminent choices. Int3 shared how her growing family caused uncertainty about her career plans. In response to IQ5, Int3 said about her career plans, “Really not sure at all. I definitely can see myself staying in ministry. I don't know what time but I also think that could be a while from now, because I don't know how long I'll just be doing mom stuff. And I thought about homeschooling too. So that might impact. So, I'm really just not sure.”

Int3 also mentioned in response to IQ5 that family needs were playing into longer term career plans, saying:

> Ministry is probably my thing I feel most strong strongly towards. Don't know what all ministry is out there, whether that's like being on staff at a church, or working on campus like I am here or a nonprofit or something, but the church is, like, where I know where I would like to be. But then I also have these other dreams of, well what else? I did a degree in teaching. Like, actually be someone for them to grow in their faith with and be able to talk about the Lord if I'm in a Christian school, and then also, if I homeschool, which I'm not sure about yet. That would be a whole job in itself. So, we're just seeing where it goes.

In the same vein, Int1 said in response to IQ5:

> I can totally see myself doing this for a number of years. I also love international ministry so totally see myself being a missionary. But of course, that's a family decision sometimes and I can totally see myself the next few years getting married so of course I would have to wait for that to make that decision more.

Career plans were unsure for many.

No Anticipated Career Path. Some participants did not name any career plans beyond their current roles. When asked about her future career plans in Interview Question 5, Int24 said:

> I guess stuff like CSF. I could see myself staying at CSF for a long time. But, I really have no idea because for me, it's something that the Lord would have to totally drop in my lap. Like, if I were to leave CSF, it would be the Lord totally,

> boldly calling me somewhere else. So. It's hard for me to say what it would look like outside of that.

Int16 also described possibilities of being at CSF longer term but did not specify plans for a next step. Int16 said in response to IQ5:

> I really do think that this is a long-term kind of thing for me, like being at CSF. But I've been saying, I'm definitely going to be here for two to three years, for sure. But after that, it's really up to the Lord…. If the opportunity arises, and I'm needed somewhere else, then I would go, but I do love UK … I would love to stay here as long as possible.

In the same way, Int17 said, "I think for a while, like, this was my dream job. And so now that I'm living in it, it's not perfect. It's not great. But I really enjoy it. And so, it's almost like, dang, I don't know what else I want to do after, because I do just love it so much." One other participant did not have a clear picture of her imagined future beyond her current role.

When asked about career plans (IQ5), Int8 said, "No career plans. Not sure what I want to do. Not doing anything I had done with my majors, right now." Some participants described their future career options in terms of eliminating options.

Eliminated Career Paths. A theme of eliminating possible career options through self-discovery emerged. Several participants described career plans had been considered and discarded. Int14 described her elimination of the option to attend dental school in response to IQ5: "I just know right now that I'm here, ever since I decided not to apply to dental school." The process to elimination included the realization of her passions. Int14 said in response to IQ12:

> Getting to know [dental patients] and their heart like that's what would excite me about dentistry and not the actual dental work probably. So that kind of helped guide me more into like thinking ministry than ministry for a minute and then going into the medical field.

Several other participants also described their processes of eliminating career paths, and, in particular, how they discovered that they didn't want to use their degrees directly in their fields of study. The responses below are in response to IQ5.

- "I don't plan on using my math degree, I thought I was going to teach and quickly decided I was not going to teach. So just something administrative, in ministry, maybe not ministry. I thought I wanted to teach, like secondary like high school math. And I started, I guess it was, my sophomore year started shadowing people and kind of realized I'm a little too introverted to be in front of people all the time. And that would be very draining to me." (Int4)
- "I was a political science major. So, I really did think about politics and about diplomacy. I think as I dig deeper into those fields, I realized I don't have as much desire to go from a top down, kind of mentality of changing big things at the top that end up you know trickling down to the average person. But I have a greater desire to be with the average person, and to have a more personal impact on people and so I think that's why I think teaching is a lot more appealing to me, because that will be very relational and with people all the time." (Int9)

- "I think that I've been called to full time ministry. I think that is with college students. And so I realized that my senior year and so then at that point, I was just like, I'll just go ahead and finish out my [education degree]." (Int 16)

Participants who described the specifics not only anticipated and eliminated career paths, but also their hopes for the future around the quality and meaning of their work.

Work Quality and Meaning

In response to interview questions, participants revealed some of their specific career goals. Much of the specificity they shared was in relation to the quality or the meaning of their work rather than in relation to career advancement or accolades. First, the theme of meaningful work emerged.

Meaningful Work. When asked about career plans, the theme of meaningful work arose. Several participants mentioned wanting to work with people who found their work to be purposeful. Int23 offered in response to IQ11, "I think I work really well with people who do see a broader picture of why we're doing what we're doing." Likewise, in response to IQ11, Int2 described the type of people he preferred to work with:

> People that work hard. Ones that are like value what they do. Like, they're not just there just to like have a job. I think it's hard to work with people that they don't really know why they're there or, like, they're just doing a job to just get by. I think people that are like motivated by, like, whatever the job is that's, like, motivated for like the cause of the job.

Similarly, Int16 said in response to IQ11 that she wanted to work where, "I can believe in what they are believing in. For Int11, meaningful work was described in response to IQ11 as follows:

> If I go into sales, whatever it is, I would hope it's, you know, for something that is making some kind of a, you know, impact. You know, I don't mind just slinging copiers, if that's what it is. You know, everybody has a purpose, I suppose. But, you know, I like the idea of a family company of some kind family run company. Just because I think it, you know, it means a little bit more. And typically, you know, family run companies just have a better, ethical backbone, I suppose.

The exact specifics of what gave the work meaning were not always present, but some participants assigned meaning to their work. The themes of passion and calling arose as motivating factors that gave meaning to work.

Several participants specified that their passions were still being discovered and were therefore not yet firmly specific. Int23 described her process in response to IQ18:

> That's what I want the Lord to do with my life, I want to just be able to be still, and let him cultivate these skills and passions and talents in me through just living day by day on mission for him. And then it becoming over time, something is like, wow, you were preparing me for this my whole life. And now I get to use this to pour out for your kingdom.

Likewise, Int14 described her dawning passion for missions mobilization. Int14 offered in response to IQ18: “I'm realizing I'm very passionate about, not just going and seeing, and being the one learning from other cultures and seeing how God's moving but getting to take other people who have never seen.” This pattern of learning about personal passions that helped to specify career paths was seen broadly. Int4 said in response to IQ5: “I just realized that's where my strengths are. And then I enjoy being able to do

things behind the scenes and organize and stuff like that, so that other people can do what they're good at really well. So that's kind of where my passion is behind in ministry."

The participants' ongoing realizations of passions and giftings continued to determine the directions of their careers. The eliminated possibilities mentioned above also possibly represent passions that have shifted over time. The tentative, unfolding nature of the participants passions and desires often left their plans vague.

Relationships at Work

When asked IQ11, "What people or types of people do you want to work with in the future?", 100% of participants described types of people rather than naming specific people.

Participants did not name a single specific company, corporation, or organization they anticipated working with in the future beyond CSF. Furthermore, none of the participants who were interested in vocational ministry named a particular denomination, church, parachurch ministry, or organization where they anticipated working in the future. Also, they did not name a particular pastor, leader, or person with whom they anticipated serving. Some participants did not name one career path, but instead described more than one possible imagined future. Sometimes broad fields or general areas of interest were named, but the most specific response for a future organization given was the public-school system, mentioned by Int23.

In the 15 interviews, not one specific person was named as a potential person with whom the participants desired to work in the future. Rather, types of people were described. Several participants named the desired spiritual qualities in people they desired to work with in the future.

Int4 said in response to IQ11 that she would like to work for someone who "ideally is a Christian," but would be willing to work for someone without Christian faith if enough common values were shared. Int9 specified a desire to work abroad in evangelism among Muslim people, but did not name a country or a sending agency. Other participants responded to IQ11 by describing a desire to work with spiritually tenacious, faithful people in the future.

Int 15 offered, "I would love to surround myself with just Spirit-filled, Spirit-led, dependent-on-the-Spirit people." Int3 said, "I'd love to be working with like-minded people, but people who are even hungrier than I am and want more for their life with God and other's lives with God. And I just I want to be around hungry people." Int16 said they would like to work with, "People who trust that the Lord is going to show up." When asked who she wanted to work with in the future, Int24 gave an outlying response: "I don't really feel like that's my choice. Because ministry is a whole melting pot of wacky people. And you're going to have to learn how to work with different types of people. I mean, I love working with people who are just like me, but that is not necessarily gonna' happen. That's not always how that works." Although specific spiritual traits were mentioned, specific ministry skills (such as preaching) or paths (such as ordination) were not. In addition to specifying spiritual qualities of ideal future colleagues, participants also named certain desire relational qualities for their future coworkers.

Desired Relational Qualities. Several participants responded to IQ11 by describing a desire for future professional relationships with people who challenged them. Int16 mentioned a desire to work with "people who make me better, even though I

hate being critiqued." Similarly, Int15 wanted to work with people who are "challenging and just kind of beneficial for me to be around." Int 23 said, "I definitely think the people that I've enjoyed working with the most are people who challenged me, but people who also at the same time, have grace, and aren't too caught up on the, I guess type A nitty gritty things, but see a bigger picture." In the same way, Int5 said, "I love when people challenge the way that you think about things because I don't challenge myself." Specific plans are part of a S.M.A.R.T. career goal, and the next element is measurability.

Measurable Career Goals

Table 4.19 Semi-Structured Interview Questions for Measurable Career Goals

IQ28	What would you consider success in launching your career?
IQ29	What will indicate that you are on the right track with launching your career?

To gauge measurable career plans, participants were asked, "What would you consider success in launching your career?" (IQ28). They were also asked, "What will indicate you are on the right track with launching your career?" (IQ29). These questions drew some reactions from participants.

Worldly Success Versus Christian Success

Several participants pushed back on the questions, contrasting a worldly measure of success with a Christian measure of success. The following responses demonstrate this pattern:

- "I think success is potentially looking like a fool in the world's eyes. I think success is fear of God over fearing man. I think success is literally the opposite of what the world says." (In9, in response to IQ28)

- “Christians already have a very different definition of success anyways than the world does so it's hard for me to talk about success in the context of a career in the world, because that's just not how I think of success, generally.” (Int1, in response to IQ28)
- “I don't think that success really looks like what the world says it looks like.” (Int16, in response to IQ28)
- “I don’t think there’s necessarily a ladder in my area of work.” (Int24, in response to IQ10)

In addition to redefining success, one participant resisted the word ‘career’. Int9 said in response to IQ28:

> I think that's why I hate the word career. I think, I think, I've discovered it right in this moment. I hate the word career because I think in the world's eyes career is, you know, a position, and money and prestige and a title. And I think I've wanted those things in the past. And I think I hate those things now, maybe too much, maybe in a way that I could be still be sanctified more, and maybe I hate it too much now, but I wanted to be famous for a really long time my life, and I, like now, just don't want to be. I don't want to be famous at all. So, I think that's why I hate career because I just want to live a life of faithfulness.

Many participants defined career success in very spiritual terms.

Several of the participants gave responses for how they gauge success by certain spiritual qualities. Unfortunately, these qualities are not measurable. Many of these qualities were difficult or impossible to quantify or accurately account. Measurable career goals were not developed for most participants.

In response to IQ28, Int9 said:

> I think success is honoring God. I think successes is obedience. I think success is being a good steward with what you've been given. I think success is not despising the day of small beginnings and being faithful with a little so you can be given more. I think successes is throwing all things off to possess the pearl of great price.

None of these elements are easily measurable. Other participants gave similar responses.

Int3 said in response to IQ28 that success in ministry is:

> Doing the will of God daily and giving him my all and also seeing like, I would love to see salvations. If I was in a church. I would love to see the church thrive, people being added daily, those who are being saved. Revival is a goal. Revival is a prayer. Or with my family, if it's more of a family vocational thing. Success would look like keeping them on track and teaching them in the ways of the Lord and surrounding them with godly people.

When asked what will indicate she is on the right track (IQ29), Int3 responded "hopefully affirmation from the Lord." Most of these indicators would be difficult to measure. Another participant also described success in spiritual terms.

Int1 said in response to IQ28:

> For ministry, I don't consider success how many people I baptize. I definitely consider it how well am I being a witness of Christ, you know? Am I being a good example? Am I glorifying God in my ministry? I may not see anyone come to Christ. I may not have that happen. But the people that I have been entrusted with, the Lord has entrusted me with as long as I'm pouring into them and being

> faithful to them and serving them to the best of my ability. I think that is what successful ministry is. Leaving it up to the Lord, to save them and to strengthen the relationship that they have and equip students with the ability to seek after God and to seek after a relationship with him. So that would be successful ministry.

When asked what will indicate he is on track (IQ29), Int 1 responded, "I think my own personal walk with the Lord will indicate a good, good meter and determining how well, if I'll be successful in ministry." Among those responses, a few elements were easily measurable. One participant readily acknowledged that her response to IQ28 was immeasurable.

Int19 shared her thoughts on measuring career success in response to IQ28: "I think that's also hard to quantify. But, my heart is for people to know the Lord more deeply. And so, if my life is able to provide that for others, I would say it's very successful." Int19 said she would measure if she was on the right track (IQ29) by "being in consistent prayer and reflection on whether my life is just like being that witness isn't necessarily that quantifiable result. I think it will just be intentional, and reflection on my life and what I'm doing." Int14 also described self-evaluation as a way of measuring career success. In response to IQ29, Int14 indicated that she would track her success by the presence of the Fruits of the Spirit in her life. The spiritual qualities may be indicators of growth, but they are not quantifiable, and therefore not measurable.

Imprecisely Measurable Career Goals

A few respondents named some measurable career goals in response to IQ28 and IQ29. Int15 said she would measure success in this way: "The first thing would be getting

into school to get my certificate, and then getting a job. I think just like mini milestones like get into grad school, getting scholarship money, getting the job. And then I guess continuing education to continually get better at my job once I'm in it." While some of these goals are measurable, they lack specificity in terms of ideal compensation, promotions, or tracking skills. Other goals mentioned also lacked specificity but pertained to provision for loved ones.

A commonly mentioned, somewhat quantifiable goal was provision for a family. Int1 responded to IQ28, "I mean, just having a, like a steady job, a good income, able to support myself and my family future family if I have one." Likewise, Int4 said, "I don't have a lot of like dreams for like my career. I think where I'm at right now, in my life, I would like, we would like to have kids at some point. And I'm fine with working whatever job is necessary to provide for my family." In the same vein, Int11 offered:

> I'm not really like, super worried about personal success. I mean, you know, obviously I want to be able to support my family. I think that's probably the biggest goal for me is, it would be nice for, you know, my wife to stay home and raise kids for at least a couple of years. So, yeah, probably, you know, enough stable financial success to where, you know, my family doesn't have to worry about that.

While provision for a family is not a precise career goal, it is more measurable than the abstraction of intuition.

Several participants rely on their intuition or some internal knowing to measure their careers. Int14 described in response to IQ29 how she tracks success with launching her career in this way:

> I just have a strong ‘go-with-my-gut’ kind of personality. I honestly think that like a lot of gut checks, like in my guts, is this just feeling wrong or off a little bit and just like constantly evaluating like why. I don't think peace a guarantee before you do anything, but I do think that is something. I'm just like, peace in my gut, about things that I go off of sometimes.

Likewise, Int24 said in response to IQ28, “I guess how I know now that I'm in the right place is this underlying peace. Not, that I feel great all the time. But I know that I'm supposed to be here.” Similarly, Int16 said that will be know she is on the right track with her career (response to IQ29) because, “I'm a very intuitive person. And so, when something's not right, I feel it deep down in my soul. And so, right now, it feels deep down like it's right. And so, when that changes, that would be like, when it's not right, but I feel like right now it's right.” Int17 also described measuring career progress internally in response to IQ29, saying success would be marked by “Peace in myself. Knowing like I'm doing what I want to do.” Intuition is not a quantifiable measure for a career goal. S.M.A.R.T. goals must be measurable, but they must also be attainable.

Attainable Career Goals

Research Question 2 was designed to determine how far participants have progressed in developing S.M.A.R.T. career goals. The third element in a S.M.A.R.T. goal is about attainability. The following questions were used to identify the development of ***attainable*** career plans: Questions 7, 25-27 (See Table 4.19). Interview questions 7 and 25-27 were asked to determine the degree to which participants had developed career goals which area attainable.

Table 4.20 Semi-Structured Interview Questions for Attainable Career Goals

IQ7	If hoped for job does not have obvious correlation to interviewee's educational background, ask a follow up question: That job sounds like it may be in a different field from the area you studied. What impact do you suppose that will have?
IQ25	If you could have three things that could help you in your career, what would they be?
IQ26	What are some barriers that might occur while launching your career?
IQ27	How will you overcome those barriers?

Internal Barriers and Relational Solutions

Participants were asked to name possible career barriers as a way to gauge the attainability of their goals. By far, the most commonly reported potential barriers were related to the internal life of the participants. Issues related most commonly to emotional or social well-being, rather than to systems of employment or teachable, measurable employment skills. Participants revealed that that they perceived the resolutions to these barriers would come through relationships.

Internal Barriers. Several participants named barriers that came from within themselves or their emotional states. Those barriers specified in response to IQ26 by the participants included socially "struggling with new people" (Int2), self-doubt (Int4, Int8, and Int24), fear of the future (Int5 and Int14), lack of motivation (Int15), poor coping with transition (Int16), and perfectionism (Int24).

The plans for overcoming barriers (responses to IQ27) most often included leaning into supportive relationships (Int5, Int8, Int14, Int15, Int16, Int24) or through prayerful introspection (Int8, Int14, Int15, Int16, and Int24). Several participants intended to overcome career barriers through a combination of external and internal processing. Interviewees 14 and 15 each described this combination approach to overcoming internal struggles in response to IQ27.

Interviewee 14 planned to overcome her mental barriers by, “sharing, whenever that fear does come up, sharing it with people and letting them pray and speaking into my life, but also just asking the Lord to just change my perspective.” Likewise, Int15 said:

> When I'm in an unhealthy state, I don't externally process, and so I'll keep a lot of it in, and then I'll get really worried about stuff. And so, I think if I'm conscious about going into this degree program or this career path. I think I'll have to make a conscious choice to continually process with people and invite people in and invite the Lord to speak into, like, fears that I have moving forward.

Taking deliberate time for prayerful introspection was a popular intended approach for several participants (Int8, Int14, Int15, Int16, and Int24) specified in response to IQ27. Int14 describes her plan for introspection:

> Setting aside time one is just, like actually setting aside time, where I'm saying, taking this month or few weeks to like, actually, pray and like maybe fast too. I think choosing like a block of time that I'm going to do that it's something I need to do, because that's something I have to put on forefront of my mind it's probably not just going to arise to the forefront of my attention, especially while working here because there's just so many things that are on the forefront of your attention all the time.

Int16 described her intention to follow a similar process:

> I need to be taking more time to myself to like process through things. And to figure out what I think because a lot of times, I can't figure out what I think in the moment. I need time to figure it out by myself when I'm not being influenced by

> other people. So, I think that like, overall, what would be most helpful is like taking time with the Lord and like being by myself in processing.

Making time for prayerful introspection should be an attainable goal for most people.

This research is designed to determine if the career goals named are attainable. Most respondents identified internal barriers to be their most significant barriers to attaining their career goals. Consistently, the emphasis was on soft skills (such as interpersonal communication and self-regulation), rather than on hard skills (such a technical abilities). Their stated paths to overcoming those barriers most frequently included taking time for introspection and leaning into relationships.

Both of these approaches to overcome barriers are presumably within reach for most participants. None of the participants named extreme extenuating circumstances that would prevent carving out time needed. All of the participants described a broad network of supporters currently in response to IQ12 and IQ14. The indication is that a network of support is likely attainable since it is a current reality for all of the participants.

Relational Solutions. When participants were asked "If you could have three things to help you in your career, what would they be?" (IQ7), eleven of the fifteen participants named a supportive relationship and/or a supportive community as one or more of the three things needed to help launch their careers. Again, each of the participants presently had a supportive community, but may have feared transitioning away from that support when leaving CSF. The attainability of maintaining or expanding a supportive network is difficult to ascertain with precision, but given the established emphasis on relationships, ongoing connectedness was deemed likely attainable.

Participants considered supportive relationships to be the solution to a myriad of potential career barriers (identified in responses to IQ27), including financial health.

A pattern of financial limitations (as indicated in response to IQ25 and IQ26) emerged. In fact, five of the 15 participants (Int14, Int15, Int17, Int23, and Int24) named a financial element as one of the three things that could help in their careers (in response to IQ25). Two of those five participants suggested that having a person to advise them in finances would be the path for overcoming financial difficulty. Interestingly, the financial solutions were framed relationally in finding a person to provide financial advice, not in gaining personal financial knowledge or skill.

Another career barrier emerged as a theme. Two participants (Int8 and Int17) specified a lack of knowledge about career options. They expressed a desire for guidance in response to IQ25 to specifically help them learn about career possibilities. Again, the stated resolution for the problem was a relationship with a knowledgeable person, not attaining personal knowledge. The solutions to many problems faced by participants were framed in relational terms. Another professional barrier was shared presumably by all staff but was mentioned by several.

Time Elapsed Since Graduation

Participants named a career barrier in response to IQ26 of the gap between gradating college and entering their long-term desired career fields. Int1 said, “A barrier is time in between my graduation day and actually, you know, a certain job, just because I can forget things. Probably already a lot of things may have slipped my mind. And so, that can be a big barrier.” Likewise, Int17 also discussed the gap between college and career launch:

> I hear a lot of not having enough experience. And so, where I've been in school for a long time, that doesn't necessarily mean I've had a chance to go out and get as much experience. And so, in some ways I might be behind in this. It's a career that I want that they require so much, so many years of experience in certain places that I would not be likely to get it.

Int23 described a similar scenario about lacking experience:

> Going from student teaching, to working at CSF, and then not going straight into the classroom. That will put to me behind when I do go into teaching, I'm already at the same age as girls who have three or four years under their belt of teaching. And so, I'm at a disadvantage if I do have experience [in a] classroom. But I've never had my own classroom. So, I'm starting behind a little bit on that.

Participants described their plans to overcome barriers in response to IQ27, which helps to reveal if their career goals are attainable. Int1 said, “I'm gonna pray, pray, pray, pray for it. I mean just praying for, you know, godly people to surround me. Pray for the door, for God to open up doors that I can now walk into ministry or for God to shut the door, so I can know it's time for something else. I'm just going to pray and seek His guidance and what he wants for me.” Int23 also described her plan for overcoming the barrier of the time gap between college and her next career step. While prayer is an excellent and noble approach, the participant does not name any secondary approaches to attaining a ministry career, such as making denominational connections or pursing theological education.

> Int23 said she would overcome barriers through this strategy:
>
> Gaining experience and challenging myself. I'm seeking help seeking a mentor, when I become a teacher seeking an older teacher to talk to and learn from. Because they all had their first-year teaching, therefore they've all had challenges. You know, trial and error, I think, you know, maybe I'll find out catering was it for me, maybe I find out, you know, I'm not supposed to be in a classroom for the rest of my life. I think just learning in having grace for myself to make mistakes, leaving room for mistakes, because I can't expect to step into something and do it perfectly, or walk away when I don't do it perfectly. So, I think just seeking help seeking guidance and mentorship, but also having grace for when it doesn't go great.

Her practical steps of mentorship and seeking to grow in resiliency increased likely attainability. Again, there is a strong emphasis on relational connection and internal life in Int23's response. One barrier of education existed in the gap between degree completion and job searching in the field. Another possible barrier to attaining career goals was when degrees earned were not sufficient for anticipated career goals.

IQ7 was designed to address how current and future education would impact the attainability of career goals. However, nearly all articulated career paths that aligned with the participants' education attained, education in progress, or education anticipated. Overall, the goals were largely attainable from an education standpoint.

The most noticeable limitation on career attainability was evidenced by a lack of response to IQ25. Five of the 15 participants did not name three things that would help them in their careers. Some participants were not progressed enough in their goals to

name potential barriers, so did not completely answer the question. The lack of a response likely indicates that some gaps exist in their S.M.A.R.T. career goals.

Relevant Career Goals

Research Question 2 was designed to determine how far participants have progressed in developing S.M.A.R.T. career goals. The fourth element in a S.M.A.R.T. goal was about relevance. Interview questions 6 and 8 were asked to determine the degree to which participants had developed relevance in their career goals. See Table 4.21.

Table 4.21 – Semi-Structured Interview Questions for Relevant Career Goals

IQ6	How do your career plans relate to your personality and gifts?
IQ8	Why do you want that career? What motivates you?

Relevant goals are goals that have relevance or importance to the individual who is setting this goal. Those goals resonate with the values and aspirations of the goal-setter. IQ8 was designed to help find the motivations of the career plans to determine the relevance of the goals.

Motivation by Faith

In response to IQ8, participants named their motivations for their career goals. Most commonly, participants were motived by a desire to share their faith, which served a larger purpose in their lives. Int3 said, “I am motivated by seeing others be transformed and seeing others grow and seeing others get out of living less than what they're able to and living their full potential in the Lord.” Likewise, Int1 shared: “I love sharing the hope that we have. I love sharing the gospel, and we've got this calling every Christian has on

their life. And I think a realistic way of doing that is doing it through ministry. Doing it full time, doing it intentionally is something that is kind of like a dream job to me."

In the same way, Int19 said she is motived by a, "desire for people to understand faith." Int17 similarly expressed that she wants to give to others her experience of faith and transformative community.

Int9 expressed in response to IQ8 a complex motivation to "go to the unreached" to "people that have never had an opportunity to hear the gospel." However, she was also motivated to help meet practical needs at the same time. Int9 described in response to IQ8 her plan for coupling a gospel motivation with a helping motivation as an ESL teacher and gospel worker:

> A lot of those places you can't really go as a missionary. You have to go with some sort of skill to offer, which I think is so important when bringing the gospel is to also bring, you know, be there to meet needs. And I think English is a need that a lot of places have, and it's something that I naturally have just the ability to since I'm a pretty good speaker and so I think it's just a really good fit.

While some participants were motivated by their faith, others were motivated by help others.

Motivation to Help Others

Helping others emerged as a theme for motivation among participants. The relevance of career goals is related to the motivation. Int15 expressed a motivation in pursuing ESL: "When I was thinking practically about my future and the populations of people that I really am for and want to help, ESL was just a very practical way to do

that." Several other participants expressed in response to IQ8 being motived by the needs of others to respond by helping.

In response to IQ8, Int14 expressed motivation to "fill a need." Int15 was motived to "help people." Likewise, Int4 was motived by, "feeling like I'm helping." Int23 shared her career motivation: "I feel fulfilled when I've poured out or given in some way." Similarly, Int8 was motivated by "giving back." As part of a S.M.A.R.T. goal, the relevance of this motivation would largely be determined by the nature of the needs. Few of the participants (except Int9 and Int15 who anticipate teaching ESL) spelled out the scope of their helping or the type of the needs they desired to meet. Many participants' goals had relevance driven by a motivation to help others, others were motivated by a desire to work within their strengths.

Motivation by Personal Strengths

Several of the participants who responded to IQ8 were highly motived by their own internal makeup. Int2 chose his career path because, "that's just something that interests me." Int24 shared her motivation to pursue ministry, saying, "It's the only thing that I truly care about." Int16 was also motived by her internal desires, saying:

> There's like that saying: If you do what you love, like, you'll never work a day in your life, which I don't think it's true, because I think that everything is work, and you're going to have to work at something If you're doing work at all. And so, I think that this is the kind of job where I feel like the most, I'm not doing work as much, because it's like what I'm made to do.

IQ6 was designed to help determine the relevance of the goal by revealing how the use or disuse of gifts and personality in achieving career goals aligned with the

participants' values and greater purpose. Overwhelmingly, the participants affirmed the relevance of the career goals, which most often coincided with love of people and relational connection (Int1, Int3, Int8, Int9, Int14, Int16, Int17, and Int24) and the enjoyment of detail work (Int1, Int4, Int5, Int8). Other participants also mentioned in response to IQ6 how "playful" (Int23), as well as "high-spirited" and "youthful" (Int16) personalities made them well-suited for their desired work with children in teaching.

In response to IQ6, Int9 clearly articulated how her goals were relevant to central, driving values for how to live and impact the world. Int9 shared:

> I was a political science major, so I really did think about politics and about diplomacy. I think as I dig deeper into those fields, I realized I don't have as much desire to go from a top down, kind of mentality of changing big things at the top that end up you know trickling down to the average person but I have a greater desire to be with the average person, and to have a more personal impact on people and so I think that's why I think teaching is a lot more appealing to me, because that will be very relational and with people all the time. So, I guess personality wise I am a big people person.

Int9 has an approach to change-making that makes her goals incredibly relevant. In addition to relevant, S.M.A.R.T. goals are also timely.

Timely Career Goals

Research Question 2 is designed to determine how far participants have progressed in developing S.M.A.R.T. career goals. The last element in a S.M.A.R.T. goal is about timeliness. Interview questions 30 and 31 were asked to determine the degree to

which participants had developed timelines for their career goals. See Table 4.21. IQ30 was related to next-step career goals.

Table 4.22 – Semi-Structured Interview Questions for Timely Career Goals

IQ30	What is your timeline for moving from this position to your next step?
IQ31	What is your timeline for moving from this position to your attaining your career goals?

Timeliness of Next-Step Career Goals

In response to IQ30 about the timeline for moving to the next career steep, answers were varied. Some participants did not name precise timelines. When asked about her timeline for moving on to a next career step, Int17 said, “I don't think I really have one right now. Maybe somewhere between, anywhere between now and like less than a decade, like maybe not quite a decade, but probably like a span of a few years.” Int4 responded to IQ30 with, “I probably won’t stay here forever.” Likewise, Int24 responded imprecisely with, “I have no idea.”

Two respondents indicated in response to IQ30 that they planned to delay their decision-making to another time. Int3 expected to decide later, after giving birth and settling into motherhood. She said, “I’m about to step into something I know nothing about, and so it makes my career feel a little fuzzy.” Likewise, Int16 responded to IQ30 about her career timeline with, “I don't have [a timeline for my next career step], Um, I think, a couple years here. Though, in a couple years I'll reassess.” Although several participants did not have defined timelines for their next steps, others answered more definitively.

A few participants named a specific amount of time. Int2 anticipated leaving at the end of the school year. Int8 and Int23 anticipated making a transition in 1-2 years.

Int1 and Int11 anticipated being at CSF 2-3 years longer. Some other participants indicated that graduate school was part of determining their timelines. Int9, Int15, and Int19 specified their timelines and indicated that their graduate school programs would be completed during their employment at CSF. They each anticipated leaving CSF when they graduated. While IQ30 related to the timeliness of next-step career goals, IQ31 related to overall career goals.

Timeliness of Overall Career Goals.

Interview Question 31 asked, "What is your timeline for moving from this position to your attaining your career goals?" Again, a pattern emerged where some participants did not offer an answer. Int2 and Int8 responded, "I don't know," and did not give an estimate. Similarly, Int24 said, "No idea. I don't even know what my goals are." In the same vein, Int5 when asked about her timeline for meeting her career goals said, "I think I needed to define my career goals first."

One participant did not give an exact answer to IQ31. Instead she indicated the question did not fit her context. Int4 said, "I feel like I can't answer that just because I feel like, with the jobs that I want, there's not like an 'I've made it' kind of moment."

Another pattern emerged where some participants had the extent of their goals tied to their time at CSF. Int9 responded to Int31 with, "I think I'm already in it. I think the timeline isn't going to start in the future. I think it's already started, and I don't know, I guess I just don't have a big thing that I'm really working towards besides just wanting to live for the Lord today." While others indicated goals beyond today, they limited the timeline for their named career goals to their season at CSF. Int15 responded to IQ31 with: "I think my goals are spread out over a period of time while I'll still be at CSF. So, I

don't think I'll ever be fully moved on from CSF until I complete everything to actually get my job. And so, I would say like within two years, I'm moved on from CSF. Achieving the goals at that point in time."

A few participants anticipated their timelines for longer-term career goals. Int17 and Int11 each indicated that they estimated around 20 years to reach their goals. Both Int17 and Int11 elaborated based on what "they say," not indicating who "they" are. In response to IQ31, Int17 said:

> Maybe like 20 years. That's just a random number. But I feel like it would take like a couple of decades, I guess. To truly feel settled. Even then they're just saying people switch jobs so often in careers even just even if you're on the same career path, I guess. But even truly I feel like I have to get certain ones out of the way to feel that I was even comfortable in what I chose and if I really enjoyed it and things are going well. Especially that would probably take some time.

Likewise, Int11 specified and explained 20 years in response to IQ31. Int11 shared:

> Twenty years – I have no idea. I don't expect even my next job to be my last job. You know, I think it's probably, I think, on average, they say, you know, you don't get into your last job until you're in your 40s or so if I'm just going off of that. But, you know, if there if it is something where I want to, would like to run my own business or something like that one day, certainly would take more than just a sales job. So, you know, assuming I'll work at that job for a couple of years, and, you know, get to a point where I find out, you know, something that I'm

> either passionate about or see a need. And see something that I could do then. Yeah, and I suppose it's just kind of working until I find something that's either a position that I really, really love and want to stay in for a long time or, you know, find another venture that I start, I suppose.

Overall, the participants did not name very specific timeframes around their anticipated career advancement. Those who are were considering graduate schools seemed to have more details worked out around timing.

Graduate School and Timely Goals

A pattern emerged where some participants' timelines for their career goals were contingent on timelines for graduate programs. The following quotes were given.

- "I'm not entirely sure how many years it'll take in school beyond, my masters because I don't know what program I'm going to apply for doing [a PhD program]. But My hope is that within like maybe seven or eight years, I'll be there. We'll see." (Int 15 said in response to IQ31)
- "I think, potentially my timeline would be going to school next year. I think it's like a year and a half program. And then being open for wherever God called me after that." (Int9, in response to IQ30)
- "I would like to say that next fall I would start school. And then it takes a year and a half to get this program done. So, hopefully by next spring I would have all my classes finished. And then that next fall, I would try to get a job to where I could get my student teaching paid. I would be working while I'm student teaching. Because there's a shortage of teachers in Kentucky and especially a shortage of ESL teachers." (Int15, in response to IQ30)

The responses to IQ30 and IQ31 were varied, but the most detailed short-term and overall career plans came from staff who had plans for graduate school.

Research Question #3: Description of Evidence

What is the correlation between influential relationships and career planning?

To determine the correlations between influential relationships and career planning, the tool used for collecting the answer to this research question was a semi-structured interview. The specific people who had influential relationships with the participants were revealed in responses to IQ12, IQ14, and IQ18-22. See Table 4.22.

Table 4.23 – Semi-Structured Interview Questions for RQ#3

IQ5	What are your career plans?
IQ12	Are there any certain people who influence or guide your vocational decisions??
IQ14	Are there any certain people who influence or guide your personal growth and help you develop on a personal level??
IQ16	Do any of the people you named as supporting you vocationally (repeat names) also support you on a personal level, like socially or emotionally. What do they do to support you personally?
IQ17	What influence might that personal support have on your career plans?
IQ18	Who do you know who has the kind of job that you want in the future?
IQ19	Do you ever talk with them about their work? Can you tell me about those conversations?
IQ20	Could you likely contact ____ (named people) if you needed help in your work in the next few years?
IQ21	How often do you communicate with ____ (named person)?
IQ22	How do you know/where did you meet these people who influence or support you?

The study affirmed some expected correlations between influential relationships and career planning. The study also disabused the researcher of other correlations that were expected. First, the expected and confirmed correlations will be discussed. As expected, most participants enjoyed many close, dependable personal relationships that contributed to their wellbeing. However, those relationships seldom provided explicit focus on career development. Responses to IQ12, IQ14, and IQ16 revealed the type of influence

(vocational or personal) that was given by the developers. The descriptions of support given did not vary between what participants labeled as vocational support verses personal support. The same functions were shared (See Table 4.17 on page 101). A noticeable absence of explicitly career-based functions was present in the developmental relationships. However, a significant theme that emerged was holistic development. Many participants understood that the personal support they received helped to mature them holistically and would make them better workers as their careers unfolded. Participants described their holistic formation in response to IQ17:

- "If I'm not mature, I can't go forth with the Lord, like in ministry. But it's like, me becoming more in who I am in Christ allows me to do ministry. And so, in that way, all of these people have shaped my vocation because they have shaped me." (Int24)
- "Personal growth overflows into all my work … I'm being formed right now and the way I'm going right now will impact my future. In fact, future conversations I have later. I'll have greater wisdom and I'll have greater, hopefully humility and holiness to offer those people in the future because of the personal growth." (Int9)
- "I just take an account of how they've impacted me, I think because of the emotional support, the personal support all the things that I've gotten … That has shaped me to be who I am. And it helps me to be who I want to become." (Int19)

Also as expected, most of the participants relationships, though encouraging, did not provide connections or bridges to a professional future. To explore how developmental relationships effect career planning, participants were asked if they knew

someone who had the kind of job they want in the future (IQ18). The responses varied. See Figure 4.13.

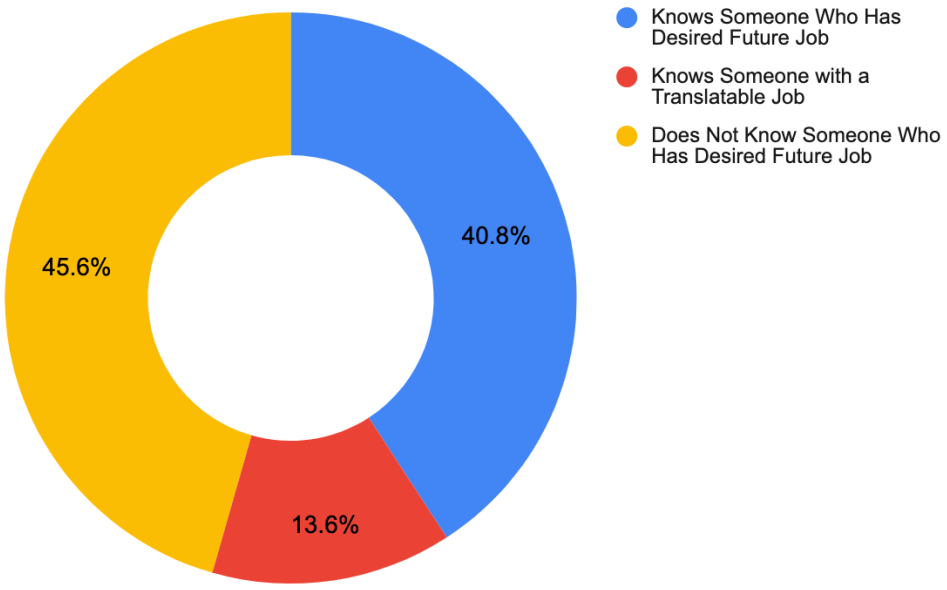

Figure 4.13. IQ 18: Who do you know who has the type of job you want in the future?

In response to IQ18, Seven out of 15 participants responded that they did not know a single person who has the kind of job they desired in the future. Rather than affirming or denying if they knew someone with the sort of job they wanted in the future, Int5 and Int23 in response to IQ18 named people whose jobs had desirable, translatable elements. Though the jobs were often significantly unrelated to the participants' desired future roles, the participants imagined part of the job translating into more ideal work for themselves. For example, Int5 described a friend who works with a certain urban population that she also desires to work with but specified she would prefer to offer a different type of service. Likewise, Int23 described a friend who started a business with a missional approach, which inspired Int23 to imagine translating that element into her future endeavors in a different industry.

Several of the participants knew people who had the kinds of job they were interested in for the future. Int1, Int11, Int15, Int16, and Int19 each named in response to IQ18 at least one person with whom they were in relationship who held a job similar to a role they desired. All of these participants also felt as though they could reach out to each of the named contacts for help in their work over the next few years (responses to IQ20). Many of the participants (Int1, Int11, Int14, and Int19) reported monthly or more frequent contact with these people who held desirable future jobs (responses to IQ21). Some of the participants (Int1, Int11, Int14, and Int15) revealed in response to IQ19 that they have discussed some career details with the person. Some of the richest career-oriented connections included job shadowing (Int15) and advise on applying for academic programs (Int14 and Int19). In general, however, vocational development did not emerge as a prominent feature of most of the relationships.

As an aside, in response to IQ18, some participants named "Christian celebrities." Two participants (Int1 and Int16) named famous Christian speakers they do not know personally, but also named accessible people they were in relationship with who engage in similar types of ministries. On the other hand, Int9 named well-known, globally prominent gospel workers as people whose type of work she imagined herself doing in the future (without the fame) but did not add anyone she knew personally. The people who were not personally known by the participants were excluded from the developer counts in the data.

Developer Quantity and Career Development

The most significant correlation that was expected and yet failed to emerge is a connection between the number of developers and the development of career plans. For each participant, the number of vocational developers, personal developers, and total developers was determined in response to IQ12, IQ14, and IQ16. Quantity of developers did not seem to necessarily determine actual career development received by the participants. The certainty of career choices does not appear to have a direct correlation to the number of developmental relationships. Participants who were most progressed in their career plans (demonstrated by having one anticipated career path) had on average more vocation developers, more personal developers, and more overall developers than participants who had not anticipated career plans beyond CSF. See Figure 4.14 However, participants with no anticipated career plans beyond CSF had more personal developers and more total developers than participants with more than one possible career path. The inconsistency of this trend suggests that the quantity and type of developers may not be definitively linked to career planning. Another dimension that was examined to determine the correlation between career planning and influential relationships was the domain or context in which the participant developed relationships with the influencers.

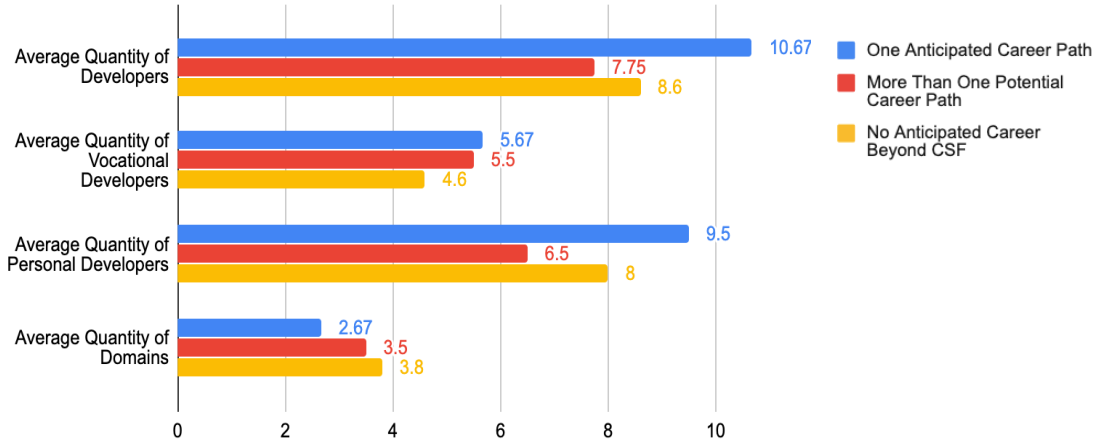

Figure 4.14. Career plan progression by developer total, developer type, and domains.

Developer Domain and Career Development

Responses to IQ22 helped to determine the number of domains in which each participant developed influential relationships. A higher number of domains did not correlate to more career development as evidenced by career certainty. See Figure 4.13. Participants who had one anticipated career path had developers from an average of 2.67 domains. Participants who had more than one potential career path had developers from an average of 3.5 domains. Finally, participants with no anticipated career path beyond CSF had developers from an average of 3.8 domains. Contrary to expectation, this trend suggests that increased numbers of developmental domains correlate to higher degrees of career planning uncertainty.

Summary of Major Findings

The research conducted from this project produced interesting data, which yielded significant findings regarding developmental networks and their effects on career choices among CSF staff. The findings have relevance for any young adult and/or the organizations that serve them.

1. Participants were developed primarily through close relationships within their families and at CSF. Far fewer relational connections existed with outside organizations or individuals.
2. More developmental relationships and more domains in which relationships were formed did not lead to more career development.
3. CSF staff members had difficulty making distinctions between personal, vocational, and spiritual functions of their developmental relationships.
4. Concrete career planning (represented by S.M.A.R.T. career goals) was hardly evident among CSF staff who often intentionally delayed making career decisions.
5. Confrontation around behaviors and attitudes that needed correcting was experienced as both safe and loving in a safe and loving relationship.

CHAPTER 5

LEARNING REPORT FOR THE PROJECT

Overview of the Chapter

This research project sought to explore more substantial vocational formation and support to recent college graduates who serve in campus ministry. Like their peers, emerging adults who serve in campus ministries often make career choices guided by a network of developmental relationships. I approached this research by seeking to understand and describe the nature of these developmental networks and their impact on the imminent career choices of campus ministry staff members. This chapter will explore the major findings, the ministry implications, the limitations, the unexpected observations, and recommendation for ministry and future study. The results of the research suggest the following findings.

Major Findings

Close Developmental Relationships within CSF Community and the Family

CSF staff were primarily influenced in relationships that offered close companionship. CSF staff engaged in very close relationships among the staff, and they often connected socially beyond the workplace and frequently lived together as roommates. Additionally, family relationships were rooted in daily patterns of sharing life, at least while living in the home together. Therefore, since CSF and family were the primary domains where development occurred, the vast majority of developmental relationships influencing the participants occurred within very close relationships that were marked by daily companionship.

Interestingly, the literature suggests that professional opportunities often emerge through loose ties, rather than through stronger, more intimate relationships. Unfortunately, few participants described having loose ties with professional contacts, which may contribute to the underdevelopment of career plans. The literature also suggested that within the broader culture, institutional bridges and networks are eroded, leaving emerging adults to form their own connections. This was affirmed by the experiences of the participants.

The review of the literature supported the finding that friends are exceedingly influential during the emerging adult years (Barry et al. 218-219). Additionally, the literature also reveals that emerging adults commonly have partially dependent, evolving, often complicated relationships with their parents (Arnett, "Emerging Adulthood: Understanding" 8-14; Parks 262-265). This is consistent with how parental relationships were often described by the participants.

The family and the faith community were both held up as ideal contexts in scripture for intentional development. First, scripture suggested that the family was the place where children were to be instructed (Proverbs 22:6). Moreover, scripture also instructed children to honor their parents (Exodus 20:12). This study revealed a common desire among emerging adults to exert their own wills but also honor their parents at the same time. Second, in addition to the family, the Christian community was also a place to be developed (Heb. 10.24-25; Tit. 2). A serious limitation that emerged was the absence of the aged in the Christian community due to the nature of the ministry being campus-based. The Bible reveals that wisdom is often connected with age (Job 12.12, 32.7; 1 Kings 12.6).

Relationships Across More Domains Leading to Career Development Unverified

The results of the research project revealed that participants who had more developers did not demonstrate furthered career plans. As well, participants who had developers from more domains did exhibit greater career certainty. The level of intentionality about career development was more important than the number of developmental relationships or the number of domains in which the relationships existed.

The literature suggests that career development happens best when protégés have multiple developmental relationships in multiple domains (Chandler et al.; Higgins and Kram 281-283; Murphy and Kram, *Strategic Relationships* 8-11; Shen et al. 81-90). However, this research project contradicted the literature and indicated that certainty around career plans was not necessarily correlated to quantity of developmental relationships. Possibly, this is because the developmental relationships lacked intentional career development.

The research revealed a priority of spiritual values over career success values among the participants. Perhaps this conflict is unnecessary. The manner in which Moses gave intentional, specific instructions for leadership to Joshua and to the priests before he died (Deut. 31) serves as a theological model for intentional investment in the next generation around career development. Additionally, Jethro also have specific, practical advice to Moses about how to conduct his work (Exod. 18). These principles can inform how developmental relationships can offer intentionality that may increase career development.

Little Distinction Between Vocational, Personal, and Spiritual Functions of Development

The staff equated personal development and spiritual development with professional development. They seemed to believe that most of their career barriers were internal, spiritual, or emotional problems that could be overcome through support received in relationships. They considered their spiritual maturation to be equal to vocational formation.

Overwhelmingly, the literature showed that both personal support and career support contribute to career success (Kram, *Mentoring at Work* 43-46; Scandura 172). However, the literature also demonstrated a distinction between functions of personal or psycho-social support and career support. The notably absent function of career support that was suggested by the literature include exposure and visibility, coaching, sponsorship, protection, and challenging assignments (Kram, *Mentoring at Work* 23). For participants describing their developmental relationships, the emphasis was on soft skills such as interpersonal communication and self-management rather than more tangible hard skills such as budget management or technological competences.

Many of the participants considered the idea of career to be unspiritual. However, work was affirmed in scripture from the beginning (Gen. 2.15) and was reaffirmed in the New Testament when believers were instructed to provide for their families (1 Tim. 5.8). Scripture suggests that all work should be conducted wholeheartedly as for the Lord and not for people (Col. 3.23) and to the glory of God (1 Cor. 10.31). This implied that all vocational pursuits could also be spiritual. Paul's tentmaking (Acts 18.1-4) provided a theological argument for participating in "worldly" vocations and learning skills that are

useful outside of traditional vocational ministry. The description of Paul's work in a trade affirmed attaining practical professional skills and professional networking.

Concrete Career Planning Avoided or Delayed

S.M.A.R.T. goals were not evident among participants, almost entirely. As a measure of career thought and development, S.M.A.R.T. goals represent concrete planning. Most CSF staff had not developed firm career goals, and many intentionally delayed decision-making around their careers.

The literature supports the pattern of delayed career commitments among emerging adults. According to the literature, emerging adults commonly fixate on exploration of many possibilities before options are eliminated. After trying and ruling out several options, emerging adults make more enduring commitments in life, including career (Arnett, "Emerging Adulthood: A Theory" 469; Arnett, "Emerging Adulthood: Understanding" 7). In this study the breadth of developmental relationships contributed to exploration for emerging adults rather than helping with concrete career planning.

Scriptural support for planning is evident. Proverbs 21:5 says, "The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to poverty." On the other hand, Luke 14:28 suggested that a wise person who plans to build a tower must first estimate the cost of resources rather start building without first counting the costs. Many emerging adults may have believed that their twenties were a time for taking inventories and estimates before building their life projects.

Development Achieved Through Loving Confrontation

Most of the developmental relationships were described as quite close, and participants described an intense level of familiarity among the staff members at CSF.

They often work in close proximity, and many of the staff members also live together as roommates. Beyond CSF, most of the deeply formational relationships were in the family. Both these domains commonly represent close and loving relationships.

The literature suggested that challenge is a mark of developmental relationships. However, the literature describes challenge more in terms of assignments that stretch the protégé slightly beyond their current capabilities (Kram, *Mentoring at Work* 31-32; Ragins and McFarlin 59-61). The way that participants described confrontation in this research was more personal than professional. Rather than challenging professional projects, developers challenged attitudes and behaviors that needed correction. Always, the participants described warm, loving relationships as the context for this confrontation.

The scripture instructs believers to "speak the truth in love" to one another (Eph. 4.15). The kind of loving confrontation described beautifully modeled this posture. While most participants reported that correction as uncomfortable, they also were grateful for it later. This is consistent with Hebrew 12:11: "For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it." Next, the ministry implications for these findings will be discussed.

Ministry Implications of the Findings

The first ministry implication was the need for increasing intentionality around career development. Creating space for contemplation about career goals would be enormously beneficial. Career planning retreats, days away, or intentional conversations about vocational plans could help young adults make more concrete plans. Instruction

around how to create and utilize ideal developmental networks may empower young adults to be more intentional in their own career development.

The second implication for ministry is the need to promote a theology of vocation. The study exposed an interesting tension of beliefs about what is sacred and what is secular, and which is valuable. On one hand, participants were very spiritually motivated and rightly understood that their spirituality impacted all areas of life. On the other hand, they resisted career planning or even professional ambition as being too secular or opposed to their spirituality. Helping young adults to embrace both weighty spirituality and weighty career goals may help to move them forward personally and professionally.

Finally, the last implication for ministry offers wisdom for impacting those who are outside of the Christian community. Young adults who do not have strong Christian communities or strong families may not receive the same amount of development. The offer of career support or personal support to those outside the Christian community could have a profound impact on the personal and professional development of other populations for their betterment and thriving. The study revealed that those who serve at CSF have a strong network of close relationships where they are cared for deeply and formed personally in loving relationships, but the concern is for those who lack such support.

Limitations of the Study

Limitations of the study became apparent. This study was conducted in a campus-based ministry associated with a large public university with a residential campus. The outcomes may have been different on a commuter or regional campus that served different populations and more nontraditional students.

The inequality of gender representation also limited the study. The overwhelming majority of participants were women. The overall staff included more women than men, and only three men were randomly selected for the study.

The participants exclusively served in full-time vocational ministry for which they are expected to fundraise their salaries. This type of worker posed a limitation of the study. Workers who agree to these types of terms likely have different career goals from other populations of Christian or young adult workers.

This study may have been improved if former staff were included. Study of their current careers and process of departing from CSF would add more helpful data.

Unexpected Observations

Some of the findings and observations were contrary to expectations. I did not anticipate the finding that more influential relationships did not lead to greater career development. Likewise, I was surprised to learn that relationships across more domains seemed to correlate to diminished, rather than the anticipated enhanced career planning. I was also surprised about the role of gender in the study.

Discovering the absence of men in the developmental relationships was unexpected. None of the participants named brothers as influential relationships, and fathers were only mentioned when the mother was mentioned as well. Although more women than men participated in the study, the lack of male influencers was notable and surprising. I am curious about the conspicuous absence of men offering support and influence in the personal and professional lives of young adults.

Finally, I was surprised that the participants did not report receiving more explicitly vocational functions of career support. Especially within relationships at work,

I expected staff to report receiving support that directly related to their vocational development. However, they reported significantly higher personal development at work than vocational development.

Recommendations

From the study, recommendations are made in two areas. First, recommendations are made for improved ministry practice. Second, additional research is suggested.

Recommended Practices

I would first recommend that CSF find ways to help staff acquire and/or maintain professional connections and skills. Several staff indicated that they were fearful of professional atrophy as they put off pursuing careers in their fields of undergraduate study. My recommendation would be for professional development days to be added to the staff policies. These days would allow intentional time and space for staff members to invest in professional development through job shadowing, revisiting the classroom, attending professional organization meetings or training, or other career-enhancing activities.

My second recommendation would be that CSF staff receive training in the benefits and best practices for creating and sustaining developmental networks. With this information, staff could be equipped to pursue vocational development and connections outside the CSF organization. Local churches could be fertile ground for development. Such relationships may help CSF staff to pursue professional secular or ministry work. The age diversity of the local church is more likely to yield strong developmental relationships. Additionally, the church has people from diverse professional backgrounds rather than the limitations of a campus ministry that is limited to students and fellow

ministry workers. In addition to the church, staff could likely strengthen their ties with the faculty and staff at the university where the ministry is based. As alumni, they may be able to retain knowledge and skills if they revisit the classroom and keep warm relationships within their fields.

Future Research

For future study, I recommend research on hiring practices and ministry career development in non-denominational or post-denominational contexts. Because CSF is non-denominational, there is not a natural next career step for those who want to continue in ministry beyond the college context. As more and more churches function outside of denominational structures, it would be helpful to know the common hiring practices of non-denominational churches and para-church ministries.

Research into which soft and hard skills are considered most advantageous in ministry would be helpful. While spiritual maturity is understood as important for those in leadership, further research on other skills would be helpful. Perhaps knowledge of helpful hard skills (such a management of budgets, databases, and projects) could help to inform career development practices that would benefit career inside and outside vocational ministry.

Postscript

While the lack of career planning among participants is distressing, it is consistent with the emerging adult experience across industrialized nations in the current era. The phenomena of resistance to concrete career planning is prevalent among people in their twenties. CSF staff seem to understand their current role as part of the necessary exploration that will set them up well for the next season of life.

During the course of the research, I found that listening and relistening to the interviews helped me to gain much deeper insight into the internal lives and values of the participants. Prolonged analysis of their responses helped me to gain solidarity with the CSF staff. I was fascinated by how tightly the participants held to spirituality in forming their careers while simultaneously living the common emerging adult experience that is consistent across the broader culture.

CSF staff members have rich, faithful networks of very close relationships where they experience profound care and personal development. Those relationships convey an ability to gather and sustain strong interpersonal relationships. With some coaching, CSF staff should be able to easily expand their networks to include people who can provide more intentional vocational support. Moreover, the existing developmental relationships could likely yield more significant vocational support if intentionality around career increases.

APPENDIXES

Appendix A

SEMI-STRUCTURED INTERVIEW PROTOCOL

The following questions are on a form:

1. How long have you been on staff at CSF?
2. What is your age?
3. What is your gender?

The following questions are asked by the researcher:

4. What is your educational background?
5. What are your career plans?
6. How do your career plans relate to your personality and gifts?
7. If hoped for job does not have obvious correlation to interviewee's educational background, ask a follow up question: That job sounds like it may be in a different field from the area you studied. What impact do you suppose that will have?
8. Why do you want that career? What motivates you?
9. What will you do to pursue that career?
10. What do you hope to achieve in your career?
11. Who are the specific people or types of people you want to be working with in the future?
12. Are there any certain people who influence or guide your vocational decisions? Anyone else?
13. What does _____ (named person) do to support or influence your career choices?
14. Are there any certain people who influence or guide your personal growth and help you develop on a personal level? Anyone else?
15. What does _____ (named person) do to support or influence your personal growth?
16. Do any of the people you named as supporting you vocationally (repeat names) also support you on a personal level, like socially or emotionally. What do they do to support you personally?
17. What influence might that personal support have on your career plans?
18. Who do you know who has the kind of job that you want in the future?
19. Do you ever talk with them about their work? Can you tell me about those conversations? How often?
20. Could you likely contact ____ (named people) if you needed help in your work in the next few years?
21. How often do you communicate with ____ (named person)?
22. How do you know/where did you meet these people who influence or support you?
23. How well do you know these people who influence your career?

24. Do these people who are influencing you know one another? Or are they from totally unconnected groups of people?
25. If you could have three things that could help you in your career, what would they be?
26. What are some barriers that might occur while launching your career?
27. How will you overcome those barriers?
28. What would you consider success in launching your career?
29. What will indicate that you are on the right track with launching your career?
30. What is your timeline for moving from this position to your next step?
31. What is your timeline for moving from this position to your attaining your career goals?
32. Is there anything else you would like to add?

Appendix B

INFORMED CONSENT LETTER

Does It Take a Village to Launch a Career?: A Study of Developmental Networks in Launching the Careers of Campus Ministry Staff at Christian Student Fellowship at The University of Kentucky

You are invited to be in a research study being done by Jessica Avery from Asbury Theological Seminary. You are invited because you are a member of the staff at Christian Student Fellowship at the University of Kentucky. If you agree to be in the study, you will be asked to meet once for an interview in a private office at Christian Student Fellowship at the University of Kentucky. If anyone else is given information about you, they will not know your name. A number or code will be used instead of your name. The interview will be audio recorded and the recording will be kept secure and anonymous. If something makes you feel uncomfortable in any way while you are in the study, please tell Jessica Avery who can be reached at jessica.avery@asburyseminary.edu. You can refuse to respond to any or all of the questions, and you will be able to withdrawal from the process at any time.
If you have any questions about the research study please contact Jessica Avery at jessica.avery@asburyseminary.edu.

Signing this paper means that you have read this or had it read to you, and that you want to be in the study. If you do not want to be in the study, do not sign the paper. Being in the study is up to you, and no one will be mad if you do not sign this paper or even if you change your mind later. You agree that you have been told about this study and why it is being done and what to do.

_____ _____

Signature of Person Agreeing to be in the Study Date Signed

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