

LEVERAGING A MULTI-GENERATIONAL ORGANIZATION THROUGH MENTORING  
TO MANAGE WORKPLACE PRODUCTIVITY

By

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## ABSTRACT

LEVERAGING A MULTI-GENERATIONAL  
ORGANIZATION THROUGH MENTORING TO  
MANAGE WORKPLACE PRODUCTIVITY

Traditional mentoring methods in the federal workplace need to be reassessed. The workforce is experiencing a generational demographic shift as baby boomers are retiring and millennials are moving in. This systematic review includes the thematic synthesis of 34 studies on mentoring, as an intervention, to address workplace productivity during intergenerational shifts. The research question is: *using the lenses of transformational leadership and social cognitive theory, what mentoring factors affect productivity in an intergenerational workplace setting?* Findings show mentoring in an intergenerational workplace provide individual, program, and organizational benefits. Additionally, finding also show a trend of organizations expanding from traditional strategies of face-to-face mentoring and more senior employee to a junior employee, and instead implementing reverse and online mentoring. The implications for management are to re-examine the current mentoring strategies and evaluate their effectiveness to determine if, similar to the intergenerational shift occurring in the workplace, traditional mentoring methods need to be updated to reflect more modern and innovation methods to train and retain a skilled workforce.

*Keywords:* baby boomer, cross-generation, engagement, generation x, generation y, generation z, millennials, intergenerational, mentor, retention, retain, social cognition, traditionalist, turnover

### **Dedication**

This dissertation is dedicated to my father, Dr. Bernard L. Woodhouse, life-long learner and academic scholar, researcher, and teacher. Having earned his Ph.D. in cardiovascular pharmacology from Howard University in 1972, I was eight years old at the time and recall the numerous quiet hours he needed to complete his studies. He taught for over 30 years at Savannah State University, and he completed many years of research on the effect of medicine on organs such as the heart and kidneys on albino rabbits. As a father, he instilled in me his value of education which was instilled in him by his mother, Florence Richter Woodhouse, professor emeritus of the Reading Department at Norfolk State University. She had a passion for eradicating illiteracy and co-authored a book *Fundamental Communication Skills: A Manual for Developing Strategic Reader*, in which she used all of her grandchildren's names in the reading examples. Even after her retirement, she continued to assist students to achieve their teaching degree until she was in her early 90's.

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## **Chapter 1: Introduction and Overview of the Management Problem**

A generational shift is occurring in the workforce. The United States Bureau of Labor and Statistics (USBLS, 2018, p. 1) projected the civilian labor force. A significant number of baby boomer generation retirements will increase, thus creating a gap in the number of skilled employees (Ng, Gossett & Winter, 2016, p. 412). Moreover, in the United States by 2016, there will be a rise in the number of employees who will be at retirement age, 55-64 years (Boveda & Metz, 2016, p. 153). Furthermore, by 2020, the number of baby boomers on the employment rolls will decrease by 17 percent; subsequently, Generation X and Y will account for about 27 and 56 percent of the workforce, respectively (Kellar, 2016, p. 42). As fewer baby boomers remain in the workforce, more of the younger generation will be entering the workforce. Many organizations in today's workforce are already planning recruitment for the next generation of professionals entering the workplace (Ferguson & Morton-Huddleston, 2016, p. 47). Therefore, while organizations have always had multiple generations in the workforce, this phenomenon is different for today's managers because of the sheer volume of potential baby boomer retirees. In addition, the management issue is critical because the workforce gap may result in a knowledge gap.

The ultimate retirement of the baby boomers does not occur without impact. The exodus of older workforce employees creates a "brain drain" due to the institutional (tacit) and experiential knowledge they take with them. Lack of tacit knowledge transferred to remaining employees, the knowledge gap has the potential to impact the organization's ability to function (Sprinkle & Urick, 2018 p. 102). Results from manufacturing businesses (2014) revealed organizations have not prepared for generational turnover of their workforce (Sprinkle & Urick, 2017, p. 103). "The knowledge held by individuals must be passed on to others in order for that

knowledge to be leveraged” (Calo, 2008, p. 404). Many organizations are making plans to address employee knowledge as a commodity such as technology and equipment, but because it is not an object that is tangible, are treating knowledge like intellectual capital due to its value (Calo, 2008, p. 404). Once tacit knowledge is lost, it could be gone forever because tacit knowledge resides in employees’ heads; thus, it is intangible (Calo, 2008, p. 413). Therefore, the concept of tacit knowledge and knowledge transfer are crucial to business continuity.

### **Background and Overview**

The issue of the baby boomer exodus from the workforce is a reality for all organizations, including the federal government. After the 1961 presidential inaugural address, then President John F. Kennedy gave a call to public service by asking Americans not to ask, “What your country can do for you” but instead “what can you do for your country” (as cited in Neiberline, Simanoff, Lewis, & Steinhoff, 2015, p. 35). The baby boomers answered the call, and many made a career of government service (Neiberline et al., 2015, p. 35). Federal organizations like the United States Office of Personnel Management (OPM) are addressing the need to backfill for the retiring baby boomer generation by assisting all federal government agencies with outreach programs and partnering with other organizations such as higher learning and professional organizations (Green, Roberts, & Rudebock, 2016, p. 21). With the baby boomers retiring, organizations will need to prepare a new cadre of leaders and employees to backfill vacated positions (Holt, Hall, & Gilley, 2018, p. 215). However, the federal government bureaucracy will require strategies for knowledge transfer to facilitate succession planning while maintaining current services.

The post-modern federal government must undergo a cultural change to address the changes from the occurring intergenerational shift. Similarly, the younger Generational X and Y

employees will need coaching and mentoring support to quickly acclimate to the federal government. With newer generations entering the workforce while baby boomers remain, the federal government workplace will include a mixture of employees' values and perceptions. The diverse characteristics of the generations in today's workforce present a challenge for organizational leaders regarding human capital matters, hiring, leadership development, and team building (Green et al., 2016, p. 23). Green et al. anticipated much conflict in the post-modern world between the older and younger generations of the federal sector, as the younger generations, Generation X and Y, break away from baby boomer ways, rejecting one universal truth and instead embracing many truths (Green et al., 2016, p. 23). The different ways of thinking between the three generations will result in the federal system undergoing a significant transformation, and the older baby boomer managers will need to focus on those coming in behind them and embrace the newer generations' way of thinking (Green et al., 2016, p. 23). This change requires leadership that goes beyond historical transactional leaders.

Transformational leaders have demonstrated their effectiveness during the introductions of global markets; their innate ability remains relevant in the current business realm (Ghasabeh, Soosay, & Reaiche, 2015, p. 464). Also, transformational leaders have resilient teams because the members feel valued, encouraged, and allowed to participate in decisions. This effectiveness allows better acceptance of new knowledge (Cooke & Walker, 2013, p. 1). To affect this type of cultural change, this effort will require a transformational leader, a proven leadership style with the ability to stimulate cultural change in the workplace. Therefore, the federal government will require transformational leadership and mentoring strategies to develop knowledge, skills, and abilities of the workforce during this transition.

### **Problem Statement and Significance of the Problem**

Once recruited, retaining new generations in the workforce will be an ongoing challenge. The federal public service has an image problem of low work-life balance particularly for the younger workforce (Green et al., 2016, p. 20). This negative perception is reinforced when the low quality of work-life balance is combined with competitiveness for the same talent pool from both the private and non-profit work sectors (Green et al., 2016, p. 20). The federal government is having a challenging time appealing to millennials, according to the United States Bureau of Labors Statistics. In addition, the employment rate of millennials is higher in the private sector as compared to the public sector, 37.8 percent compared to 25.9 percent, respectively (Harrison, Mercier, Pika, & Chopra, 2017, p.19). Millennials working in the federal government are more apt to leave their current job for another government job than the older generational cohorts (Ertas, 2015, p. 418). Additionally, millennials are much more likely to vacate the public sector than their counterparts (Ertas, 2015, p. 418). Therefore, while the federal government may attract millennials, retention may be even more important to federal leaders because of the time and resources expended to develop the new workforce.

Federal government leaders need to understand what motivates their millennial employees. Ferguson and Morton-Huddleston (2016, p. 47) studied motivational factors among millennials in the United States federal financial sector. The authors found organizational culture to be a critical factor by more than half of the survey respondents, however, from a ranking order, pay and benefits (compensation) ranked first, followed by work/life balance, and growth potential. Additionally, the authors found millennials valued organizations which had a purpose aligned with their passions and where they were able to make significant contributions in support of the organization's mission. However, millennial, unlike previous generational cohorts will

quickly move to a new organization if they are not happy with their leadership, pay, or feel unfulfilled in their potential career growth (Kosterlitz & Lewis, 2017, p. 397). Therefore, to retain millennial employees, leaders need to establish mentoring strategies that monitor millennial job satisfaction.

Most organizations turn to their human resources department to assist with recruitment and retention. Strategic human resource management (SHRM) has tenants, or valued beliefs, that influence organization's human resource practices which when developed, have an impact on strategic program effectiveness (Meyers & Woerkom, 2015, p. 192). The Office of Personnel Management (OPM) is the human resource organization for the federal government. The Federal Workforce Flexibility Act of 2004, Public Law 108-411, signed into law October 30, 2004 by the President of the United States resulted in major changes in the governance of training and development of federal employees, supervisors, managers, and executives. This change led to federal agencies, with assistance from OPM, training managers on how to mentor employees (OPM, 2008, p. 2). OPM formally implemented mentoring in 2011 as a recognized training program and defined mentoring as "a process that focuses specifically on providing guidance, direction, and career advice" (Office of Personnel Management, para. 1). However, OPM gave federal agencies the flexibility to manage their formal mentoring programs as they saw fit. OPM developed guidance for federal agencies to develop and implement mentoring by publishing a best-practices guide to implementing mentoring (Best Practices: Mentoring, 2008, para. 6). Therefore, any changes in addressing recruiting and retention in the federal government will require intervention from OPM.

### **The Research Question**

Given the challenges management faces with generational turnover in the workplace, what will management do to address the concerns of losing tacit knowledge as the remaining

traditionalist and the substantial number of baby boomers retire? How will the federal government be able to attract and retain the next generations of workers? How can institutional knowledge pass on to the next generation? Obtaining new talent in the public sector may require organizations' policymakers to refresh their current interface approach (Ng et al., 2016, p. 420) to ensure they have engaged employees with superb supervisory skills on board to lure new talent to the organization (Kellar, 2016, p. 42). As the generations in the workforce shift, organizational leaders will need to appeal to the new generational mix. One means of creating knowledge sharing is mentoring. For purposes of this research, the term mentoring will be operationalized as a sustained relationship between two individuals where knowledge transfers, or shared, through repetitive interaction, from a higher to a lower state to provide a state of knowledge equilibrium between the two individuals. This operational definition encompasses numerous operational definitions and maintains the common threads of an individual, a purpose, and a relationship. An important note is that the operationalized definition does not state the flow of knowledge is moving from an older individual to a younger individual. Fostering relationships between knowledge holders and employees who can benefit from that knowledge will go a long way toward ensuring knowledge transfer. Mentoring and coaching are the most effective ways of transferring explicit and tacit work-related knowledge from one person to another because mentoring builds close personal relationships and creates a positive organizational culture (Calo, 2008, p. 413). However, differences exist between mentoring and coaching. OPM differentiates mentoring from coaching. While both activities stem from a subject matter expert (SME), OPM makes the distinction of mentoring being more of a professional career advisement activity where coaching is merely guidance provided to achieve a goal with specific techniques (OPM, n.d., paras. 1-3). While Garvey, Strokes, and Megginson (2014) found mentoring and coaching

to be different activities, they do find that depending on the social context in which the activities take place, the terms could be similar (Garvey et al., 2010, p. 79). Given the focus of this research is the federal government, for the purpose of this research, mentoring is considered as a separate activity from coaching, although they may be found to work together, depending on the social context in which they are experienced.

Organizations are facing a shift in the workplace due to generational turnover. Baby boomers are moving on, Generation X is moving up, and Generation Y is moving in. Managers are expected to produce results, but how can productivity be maintained with changes in the workforce distribution of talent and experience leaving and talent and innovation moving in. Mentoring is a means of encouraging knowledge to flow amongst the workforce. Therefore, the research question for this dissertation study is: *using the lenses of transformational leadership and social cognitive theory, what mentoring factors affect productivity in an intergenerational workplace setting?*

### **Rationale for the Study**

Given the background and problem statement, managers need answers to address the talent management within the workforce while the intergenerational shift is occurring. Agreement between the academic and practitioner world exists that talent management remains a top challenge for organizations because of the competitive and fast-moving and changing market in which it is trying to strive (Meyers & Woerkom, 2014, p. 192). Americans born in 1980-1984 held an average of 7.8 jobs from ages 18 through 30 years, with over half of these jobs held from ages 18 to 22 years (United States Bureau of Labor Statistics, 2018, p. 1). Riggs (2017, p. 7) studied the Generation X cohort underrepresentation in the environmental health field industry leadership. The author found mentoring among environmental health professionals produced a

mutual beneficial situation because millennials can gain knowledge and experience from Generation X while simultaneously, baby boomers can share their leadership experience and political know how that has benefited them over their careers. Moreover, baby boomers and Generation X can gain new perspectives from the millennials.

Additional studies support the importance of mentoring in intergenerational workforces. Henderson-Harr et al.'s (2016, p. 13) research regarding the State Universities of New York (SUNY) found the institution stood to lose 25% of its workforce, yet research grant funding and contracts were on the rise. Results of the program were positive for mentoring as a key in creating interpersonal relationships which led to those mentored (protégés) excelling in work responsibilities (Henderson-Harr et al. 2016, p.13). Sherman et al. (2015, p. 6) acknowledged by 2020, 50% of nurses in leadership roles could retire and therefore set out to identify and understand factors which may motivate Generation Y nurses to take on leadership roles. The results from the participants in the study found having an experienced mentor who could serve as a role model would be ideal for helping nurses feel confident in transitioning into a leader role (Sherman et al., 2015, p. 9). Given the results presented, mentoring among the generational mix may be an intervention which can address both the transfer of knowledge and retention of millennials in the workplace.

### **Definitions**

This dissertation contains a glossary of terms to aid the reader in understanding their meaning in this study. The development of operational definitions aids the reader in understanding how the meaning of words are used in the research as it may differ from a dictionary definition or connotation of the word (Sager, 1976, p. 42).

- Baby boomers: individuals born between the years of 1946 and 1964 (Green et al., 2016, p. 20).
- Generational cohort: a group of individuals, roughly around the same age, and experience and are influenced by the same set of significant historical events during critical developmental periods in their lives, typically late childhood, adolescence, and early adulthood. Further, differences are not attributable solely to an individual's age but to the dominant influence of shared experiences on the cohort (Costanza, Badger, Fraser, Severt, & Gade, 2012, p. 376).
- Coaching: a formal relationship having a short duration in which the responsibility of the coach is to help the individual in achieving a specific and pre-defined goal (Funari et al., 2015, p. 56).
- Cross-cultural mentoring: persons from diverse cultural groups work in a mentoring relationship and the culture differences refer to differences in several culture identities such as religion, customs, protocols, values, and ideas (Merriweather & Morgan, 2013, p. 2).
- Engagement: the ability of an employee to demonstrate consistent motivation in performing their work due to satisfied in their work and work environment (Schullery, 2013, p. 355).
- Mentor: the operational definition for mentor is taken from the name of a person entrusted by Odysseus to raise his son and include roles as “coach, teacher, guardian, protector, and parent” (p. 1) which resulted in aiding Odysseus's son, Telemachus in his career development (as cited in Merriweather & Morgan, 2013, p. 1).

- Mentoring: the process and strategy of one person increasing the knowledge and or skill capacity of another across through various actions of person to person engagements such as advising, counseling, leading, encouraging, protecting, and role modeling (Gordon, 2016, p. 3).
- Millennials: individuals born between 1982 and 1999 and often referred to as “GenY, nGen, and GenMe (Anderson et al., 2017, p. 245).
- Public Service Motivation (PSM): assessment which analyses the motives which drive persons to serve the public good (Henstra & McGowan, 2016, p. 491).
- Sponsorship: A relationship between two entities in which the sponsor uses a resource (i.e., influence) to build partnerships and/or alliances for a beneficiary (Funari et al., 2015, p. 57).
- Tacit knowledge: information and experience not easily transferred through normal instruction and instead must be passed on by methods of observation, on-the-job training, and lessons learned, mostly done by socialization methods (Sprinkle & Urick, 2017, pp. 104-105).
- Talented: high-potential employees, the strategically essential employees, or employees in critical positions (Meyers & Woerkom, 2014, p. 194).
- Talent management: a systematic utilization of human resource management (HRM) activities to attract, identify, develop, and retain individuals that management considers to be talented (Meyers & Woerkom, 2014, p. 192).

### **Organization of the Dissertation**

This dissertation is comprised of five chapters. Chapter 1, the current chapter, presented an overview of the management problem, provided the background, problem statement and its

significance, the research question, and rationale for the research study. Chapter 2 will present the literature landscape, theoretical framework, and initial conceptual framework for the research study. Chapter 3 will present the evidence-based research framework, systematic review, discuss the research approach including the quality appraisal, and explain the method for the synthesis. Chapter 4 will discuss the analysis of the research and present research findings and include an update to the conceptual framework. Chapter 5 will present conclusions from the research findings and present implications and recommendations for managers. Chapter 5 will also present any limitations encountered during the research as well as topics for future research.

## **Chapter 2: Theoretical Framework and Scoping Literature Review**

### **Introduction**

This chapter introduces the theoretical framework for the research topic on mentoring in an intergenerational workplace. In systematic reviews, the theoretical framework is critical for understanding the research as presented. Several authors provide their description for why this statement is true. Grant and Osanloo (2014, p. 12) state “the theoretical framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research study” and also “serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions” and also “provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis” (p. 12). Additionally, Cresswell (2014, p. 64), refers to a theoretical framework as a “theoretical lens” or “perspective” which serves as a “transformational perspective that shapes” and “informs how data are collected and analyzed” (p. 64). Gough, Oliver, and Thomas (2012, p. 83), also speak of a theoretical lens and state that it provides a “particular way of analyzing the evidence” (p. 83). Therefore, the theoretical framework or lens helps the researcher to focus and shape the research and aids the reader in understanding the evidence presented.

This chapter begins with a literature landscape, which is a review of existing literature surrounding the research topic, followed by a brief introduction of each theory included in the research and then provides research literature on mentoring in various workplace scenarios. The chapter will end with a discussion on the initial conceptual framework for this dissertation study and chapter summary. A conceptual framework is different from a theoretical framework in that the theoretical framework is typically completed prior to the research study and identifies theories which will relate to the field of study where the conceptual framework will focus on the

anticipated ideas of how the dependent and independent variable will interact based on the theories involved. (Grant & Osanloo, 2014, pp. 16-170). Additionally, this chapter includes a glossary of terms. Lastly, the chapter will end with a short chapter summary.

### **The Literature Landscape**

This section of the dissertation will present the theories and background selected for the research study. The literature landscape includes two main theories: the generational cohort theory (GCT) and the mentoring theory. There are also two theories selected which will serve as lenses from which to view the findings: social cognitive theory (SCT) and transformational leadership theory. Each of these theories are described in the theoretical framework section. This section also includes a background discussion on mentoring applications.

### **Generational Cohort Theory (GCT)**

The generational cohort theory (GCT) has been in existence for almost a century. Costanza, Badger, Fraser, Severt, and Gade (2012, pp. 376-377) refer to Karl Mannheim, a Hungarian economist, with identifying this theory in 1928. Mannheim's research described generations as social constructions whereby those of a given age, or group of ages, are defined by dates of historical and social events (Constanza et al., 2012, p. 377). In other words, a generational cohort consists of similarly aged people who experience common historical events. Table 1 depicts the generational cohort as defined by Wiedmer (2015, pp. 52-56). According to Wiedmer, organizations today have five generations in their workforce, with the majority over 50 years of age. Every cohort brings unique challenges in the workplace primarily due to unique perspectives on work values, attitudes, and motivations. However, this perspective is not a new phenomenon. William Strauss' and Neil Howe's book entitled *Generations*, discuss the theory of the generational cycle. The authors conducted centuries of research, dating back to the Puritans

age and found as many as eighteen different generations dating back to the Puritans. However, there were four main generational personalities that recurred over the years and thus refer to this repetitive finding as generational cycles or turnings (Strauss & Howe, 1991, p. 8). The authors also explain most of the tension which arise between generations often does so due to each generation expecting the other generation to experience and interpret actions and activities similarly at each phase of life just passed (Straus & Howe, 1991, pp. 10-11). Additionally, Wiedmer identified Generation Y, also known as millennials, as the largest demographic in the workforce since the baby boomers, those born between 1946 and 1964. This research included all aspects of the GCT. The rationale for this decision is, the cohort theory applies to all cohorts, and there are no distinct aspects of the theory which would apply to one generational cohort but not another. In other words, this theory is homogeneous.

Table 1

*Generational Cohorts with Range of Birth Years*

GENERATIONAL COHORT	BORN WITHIN THESE YEARS
Traditionalists	1900-1945
Baby Boomers	1946-1964
Generation X	1961-1981
Generation Y	1980-1990
Generation Z	1995-2015

According to Sessa, Kabacoff, Deal, and Brown (2007, p. 50), the attitudes and values of traditionalists, also referred to as swingers or silents are shaped by the events they were born in and raised during The Great Depression and subsequent industrial growth period that followed. As a result, the traditionalists have respect for authority and are hardworking and loyal. The baby boomers, so named due to their birth numbers, approximately 78 million, grew up during several national incidents and eras such as the Vietnam War, push for civil and women’s rights, the

Kennedy's and Dr. King's rise in political power and then being assassinated, the Watergate scandal, first moon landing, and individual expressions (Sessa et al., 2007, p. 50). These events influenced the baby boomers, as a generation, to be independent thinkers and controllers of their fate (Sessa et al., p. 51). These are just a few examples of how events can affect a generational cohort.

The next generational cohorts after the Baby Boomers are Generation X and Y. There are differences between these two generations. The result from a longitudinal study of Generation X over 30 years found that Generation Xers had discovered the formula to balancing the trifecta of work, family, and social needs (Miller & Laspra, 2017, p. 31). Walker (2018, p. 35) found while Generation X shared similar values to the retiring baby boomers, Generation Y had fewer people skills, were risk-averse, and more interested in a direct and shortened career path to top management positions. Bako (2018) found Generation X was more self-reliant and had low loyalty (p. 132). Additionally, Generation Y preferred authenticity in relationships, collaborative work environments, and the ability to work independently. Moreover, Bako found Generation Y were direct and open but sometimes too straightforward. Generation X was skeptical and thus would not think highly of a leader who was deceptive or indirect (p. 141). Millennials valued transparency and craved immediate feedback about how well they were performing (Kosterlitz & Lewis, 2017, p. 398). The entry of Generation Y into the workforce will have an impact on an organization's culture, and as result, work-tensions between the generations may occur due to misperceptions that baby boomers are averse to change while Generation Y embrace change (Dwyer & Azevedo, 2016, p. 289). For an organization to be successful during the generational shift, baby boomers must perfect being receptive of Generation Y contributions and be willing to share (transfer) corporate knowledge and experience.

### **Mentoring Background**

Mentoring has been implemented in various organizations and in numerous sectors. Organizations that believe in the tenant philosophy that talent is inclusive and is developable understand they will need to employ investment strategies such as mentoring (Meyers & Woerkom, 2014, p. 195). Mentoring intervention results from the military, education, and health sectors were reviewed to determine if mentoring, as an intervention, is still relevant. The results of those studies are presented in the following paragraphs.

The military is using mentoring as an intervention. The Department of the Army (Kirklin & Jones, 2016, p. 11) developed an Army human capital plan which was multi-dimensional, and the program received best practice recognition for the 2015 fiscal year Training and Doctrine Command accreditation assessment. Kirklin and Jones explained this achievement was due to the Department of the Army's Quarter Master School (QMS) Leader and Workforce Program formalized in policy, Army Doctrine Publication 7-0 for Training Units and Developing Leadership which included mentorship (Kirklin & Jones, 2016, p. 11). The military found formal mentorship implementation lead to achieving Command training goals worthy of senior organization recognition.

The next sector reporting findings from mentoring is the education sector, with several examples from this sector. First, Morehead State University decided to try a new mentoring approach by adding a professional organization, Association of Educational Communications and Technology (AECT), to be a part of the graduate programs study (Curry, Czarapata, Friskney, Hale, Hill, & Miller, 2015, p. 25). The university decided not to start this program from a place of no lessons learned. According to the study, the University decided to mimic its graduate program, which was practitioner-based. AECT worked with the University's

established program timelines for the students' face-to-face seminar (Curry et al., 2015, p. 26).

Non-traditional methods of engagement were conducted. The mentoring included active engagement in which the mentees conducted various scavenger hunts to seek our members of the AECT organization, and also had a chance to participate in a live discussion and give opinions to aid in AECT making organization decisions and also provided them a means to connect with potential employers (Curry et al., 2015, p. 26). The students reported gaining confidence and identified with the organization as well as their planned profession. The next mentoring intervention in an educational sector is one containing cross-generational context, was from the State University of New York (SUNY). Mentoring as an intervention for cross-generational purposes. According to Henderson-Harr, Caggiano-Siino, and Prewitt (2016, p. 245) the SUNY evaluated a mentoring program piloted at the research foundation for SUNY organization. The pilot program included a combination of an assigned mentor and a professional development curriculum series and found that strategy would positively effectively ready the next generation of research administrators. Next, in the state of Florida, a study conducted at the New Teacher Center in 2017 in one Florida district reported mentoring provided increased learning for the students due to their teachers being mentored and improved new teacher retention rates by 31 percent after implementing a new coaching program (Abrams, 2018, p. 77). Lastly, as a means to develop Historically Black College and University (HBCU) presidents, a research study on mentoring was implemented and the results were favorable due to participants reporting mentoring was most beneficial to gain first-hand knowledge on the types of issues they could potentially face and address (Commodore, Freeman, Gasman, & Carter, 2016, p. 6). For the educational sector, mentoring as an intervention resulting increased psychological benefits for participant, knowledge transfer and retention rates for newly hired teachers,

The health sector is the third and final sector reviewed for examples of mentoring an intervention. Riggs (2017) was interested in the state of Generation X in the environmental health field industry, based on the concern that this generational cohort did not seem to be a significant part in leadership development in this sector. Riggs found Generation X was lower in class size in the United States workplace than their predecessors, the baby boomers, also found much smaller than their follow-on class, Generation Y, 65 million as compared to 77 million and 83 million respectively. According to Riggs (2017), Generation X believe they will work harder and longer, unlike Generation Y, but viewed as self-sufficient and self-governing, and somewhat cynical and not always trusting authority (p. 6). The author attributed this characteristic to the culture in which they grew up which was with a rise in divorce rates and dual parent working homes which undoubtedly resulted in them growing up with higher independence than the baby boomers. To address the recruitment and development of the younger generations, Riggs (2017) found the differences between generational values and expectations were key along with avoiding stereotypes and making assumptions or acting on those stereotypes (p. 6). Lastly, Riggs (2017) found investing in employees, by sending them to specialized training to enhance both technical and interpersonal skills and mentoring to all generations, created a return on investment for the organization (p. 6).

An example of mentoring intervention was found in the nursing profession. Sherman, Saifman, Schwartz, and Schwartz (2015, p. 5) acknowledged by 2020, 50% of nurses in leadership roles could retire and therefore set out to identify and understand factors which may motivate Generation Y nurses to take on leadership roles. The results found that the overwhelming amount of responsibility of nurse leaders, safety, making a difference/being able to inspire meaningful change, fear of failure, fostering cooperation, and administration support

were key factors. Additionally, the study results revealed Generation Y credited mentoring as a contributing motivating factor for them to consider moving into leadership roles. The last of a mentoring intervention is the research from O'Connell, Stoneham, and Saunders' (2016). This study evaluated where the effectiveness of an online (e-monitoring program) for public health advocates entering the workforce in Western Australia. The authors sought to address the gap of the knowledge and experience void affecting public health graduates due to no curriculum on competencies in the public health advocacy field (p. 44). After implementation for one year, O'Connell et al. (2016) found several benefits of e-monitoring. Participants reported feeling more confident in public health advocacy practice and increased knowledge and skills in understanding public health strategies (O'Connell et. al, 2016, p. 44). Additionally, consensus of both mentors and mentees, found mentoring significant in sharing of real and relevant job experience (O'Connell et al., 2016, p. 46). These examples of mentoring intervention from the health sector show mentoring resulted in similar benefits of psychological benefits for the mentoring recipient and also a result for leadership development.

Lastly, there were a few examples of differing mentoring strategies found in the literature review: reverse and online mentoring. First, is the research found on reverse mentoring. Cran (2019) found that major organizations have moved away from more traditional mentoring and embraced reverse mentoring by allowing older workers to learn from younger ones provide an opportunity for collaboration and knowledge leveraging (Cran, 2019, p. 6). Cran found that senior organizational leaders reported benefiting from reverse mentoring participation, due to new ideas shared and the ability to reflect on their own leadership methods with a different perspective that was more collaborative based (Cran, 2019, p. 6). Additionally, Cran (2019) found when millennials were allowed to participate in reverse mentoring activities in the

workplace, increased communications between the generations and thus increased trust between them and helped remove barriers of generational differences (Cran, 2019, p. 6). This finding, while just one example, could potentially indicate mentoring strategies are facing a paradigm shift from traditional something more innovative.

Results from an American Society for Training and Development report that 71% of the companies find that learning occurs through mentoring (Gordon, 2016, p. 7). The results from a few of the research above seem to support this. The conclusion from the reviewing the research findings from the military, education and health sectors appear to indicate found mentoring is still relevant as an intervention and thus the research study is appropriate.

### **Mentoring Theory**

The mentoring theory was selected because mentoring is part of the federal government context. To better understand the phases of mentoring, Kram (1985) conducted a quantitative study of midlevel experienced managers and less experienced younger managers. The study identified several themes. First, the mentoring relationship appeared to address the individual needs of each individual in the relationship; the younger (mentee or protégé) who was trying to “learn the ropes” and had a psychological need to feel part of the in-group as well as become more proficient and knowledgeable while simultaneously, the older more experienced individual was in the middle of his career and at a stage of reflection and retrospect and needing to share their accomplishments (Kram, 1985, p.621). Second, the research found the mentoring relationship occurs in four distinct phases: initiation, cultivation, separation, and redefinition (Kram, 1985, p. 621-622). Therefore, the mentoring theory reveals a mutual relationship between the two participants.

Over the years, the mentoring delivery method has changed. While its traditional roots are still present and act as an anchor, mentoring has evolved over the year to different formats and different individuals doing the mentoring. Mentoring in the 21<sup>st</sup> century now has “peer mentoring, cross-gender, cross-cultural, and electronic or e-mentoring mentoring circles” (Ragins & Kram, 2007 p. 659). Globalization and advances in technology have changed the way organizations work and communicate. With the various generational cohorts in the workplace today and with the significant advancement in technology over several decades, baby boomers find millennials can teach them technological skills they may not have (Satterly, Cullen, & Dyson, 2018, p. 446). Mentoring programs have become a means of solving problems, promoting efficiency, and developing cross-cultural collaboration in a globalized world (Westlander, 2007 p. 86). Therefore, over the years, mentoring delivery strategies appear to have adapted to globalization which also changed the way the work world communicates.

### **Intergenerational knowledge transfer (IKT)**

As stated in Chapter 1 in the introduction and overview of the management problem, one of the results of the baby boomers retiring, is tacit knowledge retiring with them. Generational differences in the workplace could affect the transfer of tacit knowledge in that older generations may be unwilling to share their experiences out of fear younger generations may not be interested or consider the information as outdated or irrelevant, while simultaneously, younger employees may believe older generations are incapable of learning innovative ideas (Sprinkle & Urick, 2017, p. 105). One method which may assist with this knowledge transfer is the use of international knowledge transfer (IKT) practices which allow for individualized learning based on intergenerational relationships (Kuyken, Ebrahimi, & Saives, 2018, p. 89). Results from factors impacting intergenerational knowledge transfer (IKT) from both Germany and Quebec

(Canada) found sustainable intergenerational relationships that can be complementary in knowledge sharing while also being supportive (Kuyken, Ebrahimi, & Saives, 2018, p. 89). This implication signifies that management must find a way to initiate the sharing of knowledge within the intergenerational workforce.

### **Theoretical Framework**

Theoretical frameworks are very significant to the research study and actually serve two purposes. First, a theoretical framework provides the structure for the research study by assisting the researcher in having a basis or foundation for the overall study rationale which includes study elements such as the problem statement, purpose and research question (Grant & Osanloo, 2014, p. 12). Further, the theoretical framework will include selected research theories supporting the research topic (Grant & Osanloo, 2014, p. 13). The research question should complement the theoretical frame lens (Grant & Osanloo, 2014, p. 18). The second purpose is the benefit of the reader. The theoretical lens will assist the reader in connecting the reported knowledge to the research study (Grant and Osanloo, 2014, p. 18). Two main theories selected to examine the context of traditional mentoring in the federal government were social cognitive theory (SCT) and transformational leadership theory. These two theories will serve as the lenses from which the research will review the research findings. These two lenses are important to this particular research study due to their connection to the contextual variables of the study, namely the different generations of workers that will be studied in a work organization environment which will include an aspect of socialization or interaction between social groups. The research question is within an organization management area, and as such the transformational leadership theory was selected as well. It is the researcher's opinion these two theoretical frameworks meet

the intent of complementing the research question and therefore provide the framework for a successful research study.

### **Social cognitive theory (SCT)**

Given the interaction and the environment in which takes place between the mentored and mentee, the social cognitive theory (SCT) was added to the research design lens. The social cognitive theory was an evolved theory based originally from Bandura's social learning theory (SLT) (LaMorte, 2019, p. 1). SCT has six constructs: reciprocal determinism, behavioral capability, observation learning, reinforcements, expectations, and self-efficacy (LaMorte, 2019, p. 1); five constructs which were original to the SLT and the sixth construct, self-efficacy, came about as the theory was modified to SCT. SCT focuses on the impact of influence due to social interaction between external and internal forces within a given environment on the individual self. SCT is often the rationale to explain how individuals' model and then maintain their behavior to achieve self-motivated goals. This theory is quite popular in the medical field for patients who need to modify behavior to maintain health. The use of SCT has relevance to intergenerational interaction within the workplace because it relates to the social interaction in the theory. Wood and Bandera (1989) analyzed the application of SCT in an organization setting (environment) to assess causation in a three-prong reciprocity approach between behavior, cognitive personal factors, and the environment (organization setting) (p. 361). Similarly, Aryee and Chu (2012) chose SCT to assess antecedents and outcomes of on-the-job training (p. 215). A significant result of the study found both transformational leadership and individual learning on the job were positively related to challenging job experiences (p. 228). Moreover, the results found task-specific self-efficacy mediated the relationship between challenging job experiences and the outcomes of both the ability for an individual to perform a task and have an outcome of

promotability (p. 228). Lastly, transformational leadership mediated challenging job experiences regarding task-specific self-efficacy for individual and on-the-job training (p. 228). This theory ties in many areas of the research including the community of the intergeneration workforce, the intervention of transferring of knowledge from one to another but adds a transformational leader as a facilitator. Given the theoretical background tenant of reflective-behavior, workplace environment, and interaction between the generations in the workplace, SCT was found to be an appropriate theory to include in the research study.

### **Transformational leadership theory**

The second main theory selected as a research lens was the transformational leadership theory. The term transformational leader resulted from a change in characteristics of attributes exhibited by the traditional leader. Research showed this shift began during the late 1980s, due to the need for United States-based organizations to search for organizational leaders to transform their organizations to be competitive in the new global market (Yukl, 1989, p. 269). James McGregor Burns, a United States political scientist and historian, developed the theory of transformational leadership (as cited in Cooke & Walker, 2013, p. 1). James MacGregor Burns, one of the early researchers on leadership theories, likened transformational leadership to matured political membership because each style shared a psychological value between the mentorship participants (as cited in Wilkins, 1986, p. 54). This leadership style can be thought of as a transactional leader that is more engaging with their employees by seeing them as more than just task implementors, but as human beings which have psychological needs and values.

Transformational leadership was the strategy numerous organizations chose as the mechanism to influence cultural changes if needed for organizations to meet goals and objectives. This style of leadership is unlike the leader in the leader-member exchange theory (LMX), where the leader

has different relationships with subordinates and in return, those subordinates may be given greater autonomy, more influence, or additional duties (Yukl, 1989, p. 266). The transformational leadership theory took several years to materialize. There was no empirical evidence on the effectiveness of transformational leadership from daily implementation in organizations (Yukl, 1989, p. 272). Hence, transformational leaders needed a period of time to validate their true impact to organizations.

As years passed, additional research on this theory surfaced. Transformational leaders demonstrated their ability to get to know their followers, appeal to their needs and sense of values, and then use that drive to internal motivation to the followers to make needed changes and improvements in the organization (Dhingra, Gupta, & Gupta, 2013, p. 693). The late Sam Walton, Wal-Mart empire founder, is an example of a transformational leader (Dhingra et al., 2013, p. 693). Transformational leaders believe in inspiring and engaging employees to be their best by possessing characteristics associated with a transformational leadership style as visionary, role model, collaborative goal setting, and contribute to employee commitment (Deichman & Stam, 2015, p. 205). Further, when these leadership characteristics are heightened and combined with a deep connection with the organization, a shared focus on needs as well as values may be very appealing to their followers and in turn, they take on the same needs as the leader (Deichman & Stam, 2015, p. 215). Hence, if the leader's desire is to satisfy organizational needs, the employees share those same needs.

Further research identified the characteristics transformational leaders exhibit which make them so impactful to driving organizational change. The four notable characteristics common to transformational leaders are: ability to influence, inspire, intellectually stimulate, and provide individualized consideration (Dhingra et al., 2013, p. 694). These "four Is" are also

linked to enablers of innovation due to their ability to provide intellectual stimulation to solve organizational problems. Often viewed as visionary, transformational leaders can play a vital role in helping organizations embrace new products and services. Furthermore, this role demonstrated the ability to be organizational problem solvers during times of cultural change. As a result, transformational leadership was the other theory selected for this research study.

### **Initial Conceptual Framework**

Figure 1 presents the initial conceptual framework for the research study. The figure depicts a systematic approach as the leaders of the organization overseeing the mentoring and knowledge transfer and has influences over the mentoring process and conducts an assessment from the outcome. The individual perspective depicts the mentoring of the more senior by age employees to those who are younger. During the mentoring cultivation stage, mentoring is creating dialogue between the mentor and protégé, reciprocity could occur and then there is a reflection on the process by the mentoring relationship individuals. Part of the research will see which types of workplace productivity characteristics appear as findings. Chapter 4 will include a revised conceptual framework and updates from the research

findings.

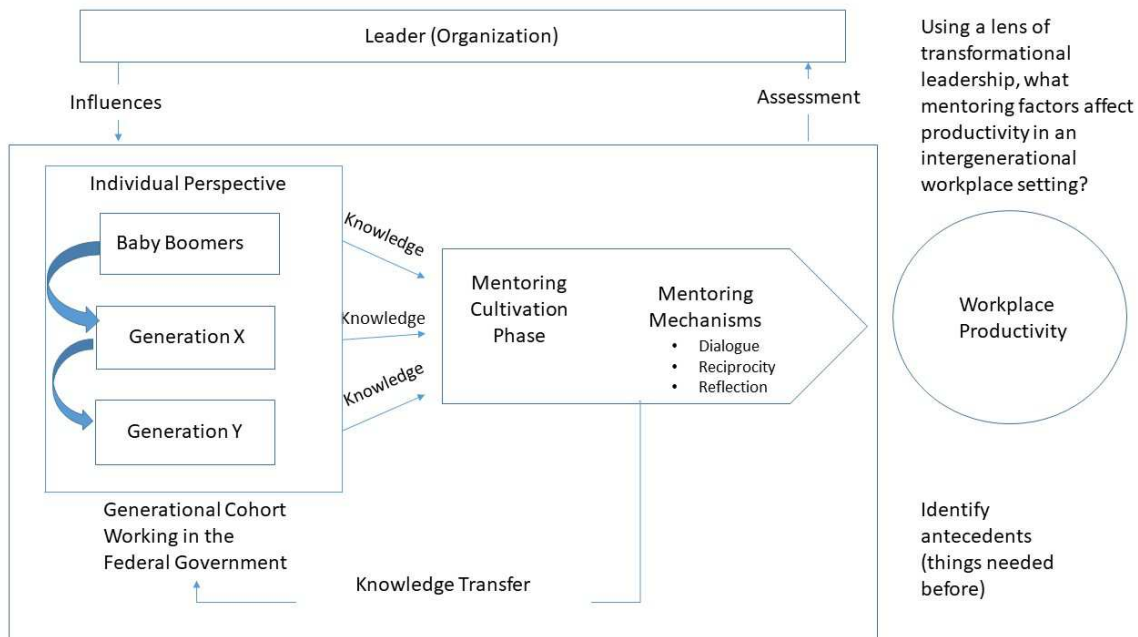


Figure 1. Initial conceptual framework. (The graphic is the original work of the author of this dissertation.)

### Chapter Summary

This chapter introduced several theoretical frameworks for the research topic on mentoring in an intergenerational workplace. The two primary theories selected for the research topic are social cognitive theory (SCT) and the transformational leadership theory. The generational cohort theory (GCT) and mentoring theory will underpin the social cognitive theory. The rationale for the primary and underpinning relationship is due to the interaction, modeling and environment included in the SCT. Mentoring, as the intervention will serve as the catalyst for the interaction amongst the intergenerational cohorts supported the relevancy of the research topic of generational mentoring. The intergenerational knowledge transfer (IKT) was included as topic of interest vice theory. This chapter also presented the difference between a

theoretical and conceptual framework. The next chapter will outline more information on the research conducted, including key aspects of the study including the study design and method.

### **Chapter 3: Method**

This chapter will describe the steps taken to address the research question: *what mentoring factors affect productivity in an intergenerational workplace setting?* First, a discussion on the use of evidence-based research will be presented, followed by an explanation of the significance of a systematic review in research, followed by an introduction of research variables, search strategy, keywords, and overall research method. The chapter will end with a summary and a synopsis of research progress to be presented in the Chapter 4.

#### **The Evidence-Based Research Framework**

This dissertation research uses an evidence-based framework designed to bridge scholarship to practice. Evidence-based management (EBMgt) is the process of developing a well-thought-out plan for deciding how researchers will gather and then evaluate data to find facts (evidence) which would be prudent for managerial decision-making (Goodman, Gray, & Wood, 2014, p. 322). EBMgt was heavily influenced by the medical research process as a method to incorporate a systematic protocol in making decisions (Goodman et al., 2014, p. 322). This dissertation research study begins with a defined research design which uses an evidenced-based management framework.

The first part of the research design is to identify the Context, Intervention, Mechanism, and Outcome (CIMO) for the research study. In order for evidence in the social science fields of organization and management to be understood, requires the researcher to define the context. (Denyer & Tranfield, 2014, p. 682). Therefore, the context (C), intervention (I), mechanism (M), and outcome (O) are vital pieces of information the researcher must relay as a part of the research study and findings (Denyer & Tranfield, 2014, p. 682). Table 2 identifies CIMO variables identified for the study. The context (C) reveals who the individuals are in the study,

and the researchers could describe the individuals of the study by several varying attributes such as gender, role, or position in an organization or community, age, etc., (Denyer & Tranfield, 2014, p. 683). For this research study, the Context will be the generational cohorts in the federal government working sector. The intervention (I) is the action that is taking place in the study (Denyer & Tranfield, 2014, p. 683). To provide an analogy, if familiar with the scientific method, this context would be analogous to the independent variable. The intervention chosen for the research is mentoring since the research question centered on the effects of using mentoring. The last two components, mechanism (M) and outcome (O), refer to the delivery method under which the intervention occurred; the outcome is the measured result, respectively (Denyer & Tranfield, 2014, p. 683). For this research study, the mechanism will be the relationships and organizational culture in the mentoring process. Lastly, the outcome will be the effect of the mentoring in the context per the mechanism in the study. Together, these components provide the context by which the reader can understand the research and how it could be possibly applied to other subsequent study results. Table 2, presents the CIMO selected for the research study.

Table 2

*Context, Intervention, Mechanism and Outcome (CIMO) of the Research Question*

Term	How used in this research:
Context	Generational cohorts in the workplace (United States federal government sector preferred; bureaucratic organizations)
Intervention	Mentoring
Mechanism	Relationship building, mutual benefit, and culture
Outcome	Workplace productivity by way of retention and conflict resolution/prevention

**Systematic Review**

This dissertation research uses a systematic review methodology. A systematic review is a method by which a researcher takes a protocol approach to find existing research, review, and

evaluate the contents of the study, analyses and aggregates the findings, and produces a report from the findings, which then serve as evidence (Denyer & Tranfield, 2014, p. 671). What makes a systematic review different from literature reviews is the protocol which is when the researcher uses research methods that are transparent (visible) and repeatable (rigorous) (Gough et al., 2012, p. 2). There are various means of achieving a synthesis from bodies of knowledge, aggregative, integration, interpretation, and explanation. An aggregative synthesis takes data from random controlled trials (RCTs), published as well as unpublished, primary studies and attempts to combine study results which can then be used to predict results of a similar research question (Rousseau et al., 2008, p. 492). Denyer and Tranfield (2008, pp. 475-476) defined synthesis and explained its significance to managerial research. According to Denyer (2008), a research synthesis is a collective body of evidence, collected using an established protocol, data analyzed, and then results interpreted to provide an answer to a research question. Further, Denyer (2008) emphasized a distinction between a synthesis and literature review in that unlike a literature review, a synthesis presents more than one side of an opinion because the findings are based on a systematic protocol instead of seeking evidence that just supports one side.

### **Search strategy**

Given the research will utilize established databases which could hold millions of various research articles, the development of a search strategy will aid in finding research articles relevant to the research question. This strategy needs the identification of key terms to be used together to input into a research database. The strategy started with identifying key terms which represent the research elements as identified in the CIMO. Boolean operators were used to then connect key words to form a search string. The use of Boolean operators such as “AND” and “OR” are vital to finding enough research as far as volume while simultaneously seeking

research that which will be inclusive of all research topic subjects, respectively (Gough et al., 2012, p. 109). The key search words for the research are presented in the next section.

### **Search terms**

There were seven keywords identified for this research: cross-generation, engagement, intergenerational, mentor, retention, retain, and turnover. As stated in the research strategy above, the CIMO contributed to the keywords' development. For the context portion of the research, the key words intergenerational and cross generation were chosen to attract research where the authors may have used these terms to refer to multiple generational cohorts included in their studies. Another keyword, mentor, was chosen to reflect the intervention of mentoring used for the study. Additional keywords, retention, retain, turnover, and engagement, were chosen to align with the possible outcomes identified for the study: (intergenerational OR cross-generation\*) AND mentor\* AND (retention OR retain\* OR turnover OR engagement). Using the Boolean operators to combine these keywords into a search string is expected to yield the relevant studies needed to answer the research question.

### **Analysis approach**

The analysis approach will consist of establishing criteria used to review the research found from the search string. The tool the researcher will utilize to complete the analysis of the results generated from the search string will be the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) (Moher, D., Liberati, A., Tetzlaff, J. & Altman, D., 2009). PRISMA consists of a checklist of 27 items questions which the researcher answers to provide transparency in reporting research results (Moher et al., 2009, p. 1009). The tool was created as a result for a need of an established and accepted protocol for publishing research findings in medical research (Moher et al., 2009, p. 1009). The result of the checklist will then be

included in a PRISMA flow diagram will be generated and included in chapter 4 to inform the reader of the four phases (identification, screening, eligibility and inclusion) the researcher completed to determine research articles which will be considered for the research study.

### **Review Initiation**

The review initiation includes developing a research question that has not been addressed by research. The review initiation will follow the protocol established according to Gough et al. (2012, p. 16). Prior to beginning a systematic review, a researcher should complete several steps. The developing of a research question starts with scoping of a particular management problem. Then, the researcher should check existing research to make sure the question has not been previously answered (Gough et al., 2012, p. 73). Absent existing research signifies a gap in evidence (Gough et al., 2012, p.73). Hence, review initiation is completed and the researcher can proceed with the research question. According to Denyer and Tranfield (2014), a researcher should not start a systematic review without first understanding the scoping the study as doing so could result in time wasted. Therefore, the researcher should take time to ensure the research study that will be undertaken is one that is needed and has not been previously answered.

### **Search process**

The search for relevant and quality articles will begin with the developed keywords, which were the basis of the search string. The search string will be entered into the University of Maryland Global Campus (UMGC) research database. This database was selected primarily because it draws from numerous research databases (see Appendix A for the full list). Because the UMGC database can pull from numerous databases, this saved the researcher time. Additionally, the ABNI database was selected, mainly because of familiarity of using the database. After entering the search string to find relevant and quality articles to support

answering the research question, the research will move to the next step of applying inclusion and exclusion criteria.

### **Inclusion and exclusion criteria.**

The research design will contain criteria included and exclusion criteria for the research study. The research topic serves as the basis for the parameters of the criteria (Gough et al., 2012, p. 94). Typical inclusion or exclusion criteria for research studies are date ranges, intervention, population demographics and research methodology (Gough, et al., 2012, p. 95). For the research study, inclusion criteria for the research study will include articles within a five-year period, 2014-2019, federal government, studies with mentoring as an intervention, and at least two generations of people. Other inclusion criteria include studies conducted in a workplace environment and in the United States. Exclusion criteria include gender specific research articles.

### **Quality Appraisal**

This section will include information regarding the quality appraisal process. The selected method of quality appraisal of the included studies will be presented along with rationale. The information is being presented to provide transparency to the reader to aid in the understanding of analysis leading up to the completion of the systematic review. The quality appraisal tool selected for the research study is based on will be Gough et al.'s (2007) weight of evidence (WOE) framework. This method was selected over others primarily because methodology allows the researcher to assign numeric weights based on assessing how a research article addresses three main areas of general quality of the research being explicit and transparent, relevance of the research design to the methodology and finally, the relevancy of the research study to answering the researcher's research question. The weight will be the result of a relative score assigned to each criterion in the quality appraisal matrix. In Chapter 4, the results

from applying and scoring the criteria for each article will be provided. Each research article was imported into a data analysis technology-based tool for coding.

### **Analysis and Synthesis Methodology**

This section includes a discussion on the analysis and synthesis methodology for the research study. This dissertation research will be developed using a thematic synthesis. A thematic synthesis consists of harvesting and analyzing the data (findings) from the various research collected and organizing the findings into themes (Gough et al., 2012, p. 100). A researcher may be faced with a large amount of data to organize and appraise. Technology tools are available to assist the researcher with this task. MAXQDA was selected to aid in coding. MAXQDA was chosen after reviewing several YouTube reviews on comparison between MAXQDA and ATLAS TI. The coding will consist of at least two cycles.

### **Method of synthesis**

Coding is a means of assigning a single word or string of words which capture the gist of the finding (Gough et al., 2012, p. 125). Coding is a process of creating a “map” of the research data by which the researcher recognizes a word or phrase that helps the researcher to make a connection between the data and the research (Elliott, 2018, p. 2851). This process helps the researcher to pare down the vast number of details into more manageable chunks. Additionally, the connection made between the data and research then aids the researcher in organizing the research findings into a reportable deliverable (Elliott, 2018, p. 2851). When creating and assigning codes, the researcher should take care to ensure the code is able to convey a clear message of the intent (Elliott, 2018, p. 2856). In Vivo codes appear to be the most authentic in that it allows the intent of the research findings to come through more cleanly by reducing initial bias in interpreting the data to create and assign a code (Creswell, 2014, p. 160). In the end, the

coding is a “decision making process” that is unique for each researcher (Elliott, 2018, p. 2860).

The plan is to complete at least two-levels of coding. From the codes, themes will emerge.

Themes will be based on patterns found in the aggregation of the research findings. These themes will serve as the synthesis.

### **Chapter Summary**

This chapter presented several key components for understanding the research design (procedures) the researcher will use to answer the research question. The chapter explained why evidence-based research is important and presented the context (C), intervention (I), mechanism (M) and outcome (O), CIMO rubric for the study. Additionally, this chapter defined systematic review and then proceeded to outline the steps the researcher will take to conduct the research study which included the development of key words, related a search string for gathering the research data, and also the methods by which the data will be appraised for quality, analyzed, and synthesized. In the following chapter, the result of the design and the synthesis will be conducted.

## **Chapter 4: Analysis and Findings**

This chapter will present the efforts of the research design as well as the synthesis of the research findings. First, the research question will be reviewed to remind the reader of the problem the researcher is trying to solve. Next, a description of the data will be presented and followed by the quality appraisal results. Then, a presentation of the research findings will follow. The chapter will conclude with an updated conceptual framework and the result of the synthesis, aggregation of the research findings, and chapter summary.

### **Review of the Research Question**

As presented in Chapter 1, the challenges management faces with generational turnover in the workplace, management will need to address the concerns of losing tacit knowledge as the remaining traditionalist and the substantial number of baby boomers retire. Additionally, the federal government will also need to be able attract and retain the next generation of workers and quite possibly pass on institutional knowledge to the next generation. These concerns lead the researcher to the research question: Using the lenses of transformational leadership and social cognitive theory (SCT), what mentoring factors affect productivity in an intergenerational workplace setting?

### **Description of the Data Set**

The data set included peer reviewed studies from years 2009 to 2019. The original search string for articles between years 2014-2019 yielded nine articles, which was too few. Therefore, the search years were expanded by five years to allow for more articles. Two databases were searched on June 3, 2019: the UMGC One Search database aggregator and ABI/Inform (see Table A1). The UMGC database aggregator was recommended by the UMGC librarian. The librarian also recommended the search not restrict full-text articles as doing so would screen out

trade journals. As a result, 97 articles were retrieved from the UMGC database aggregator, and 48 articles were retrieved from the ABI/Inform database. A previous research string was used, and 13 additional articles were included from that research string for a previous research question. Although the research question changed, due to the relevancy of the articles, they were retained. Additionally, there were four backward snowball articles (studies which were cited by articles retrieved from the search using the search string). Additionally, there was one recommended doctoral thesis from the initial doctoral mentor and one-part article that was a part two of a part one from one of the articles retrieved. The final results included a total of 164 articles. From there, the search results from the two databases were downloaded into an RIS type file and uploaded into Excel. The Excel file was then uploaded into Mendeley to check for duplicate articles. A total of 42 articles were excluded due to duplication. The other 19 articles were added to the group. Other exclusion criteria include articles which were gender specific and articles where the mentoring intervention was not conducted in a work environment. As stated in Chapter 3, Mendeley was used to assist in reviewing the article abstracts and findings for relevancy (see Figure A1 for the PRISMA diagram).

### **Results of the Quality Appraisal of the Data Set**

Research articles which were screened for relevancy were imported into Mendeley. A total of 70 articles were reviewed. Next, the articles were assessed for quality (transparency) using established criteria according to weight of evidence (WOE) (Gough 2007), See Tables B1 and B2 for the quality assessment WOE rubric used to appraise the research articles. All articles which attained a score of medium and high were retained for coding. The results of the quality assessment are displayed in Table B3. These 34 articles were then uploaded into MAXQDA for coding of the results sections of each article.

### **Results of the Synthesis of the Articles in the Data Set**

First-cycle coding methods employed a combination of deductive, inductive, and in vivo coding, as described in Chapter 3. This method yielded 216 initial codes. The process of generating these codes started with the first article and assigning codes to the relevant findings on mentoring interventions. For each subsequent article, if a previously identified code captured the essence of the finding, then that code was assigned. If there was not a code in the code pick-list for the reviewed finding, then a new code was created and assigned. This process was repeated until all research articles received a first pass. To ensure all 34 articles had been reviewed for all created codes, a second review of articles 1-34 was performed. The second-level of coding focused on condensing like themes (a process known as lumping).

In conducting the synthesis, themes emerged based on patterns found in the aggregation of the research findings. Three major themes, individual psychological benefits, mentoring program best practices, and organization benefits were identified. Table B4 contains a list of articles and identified the themes each article contributed.

#### **Analytical Theme 1: Individual Perspective**

The individual perspective focuses on the individuals involved in the mentoring relationship: the mentor and the mentee (or protégé). Seventeen out of 34 studies supported this finding. Findings from the research depicted several subthemes for these individuals: individual (mentee) psychological benefits, reciprocity (mutual benefits for both the mentor and the mentee), skill and professional development, and building competencies in millennials.

#### **Individual Psychological Benefits**

Three out of 17 studies found that mentoring provided psychological benefits for the mentee. Psychological benefits include confidence and emotional support. An Australian railroad

community study on intergenerational workforce found mentoring built mentee's confidence in work performance and yielded job satisfaction (Short, 2014, p. 10, part 1). One of the noted effects of mentoring found on intergenerational workforce is that mentoring, like coaching, promoted individuals to take risks and be more innovative (Short, 2014, p. 5, part 2). Benefits of mentoring also helped those mentored to deal with psychological or emotional feelings which may arise due to being just out of school. Newly hired personnel transitioning into the workplace environment from school are more susceptible to feeling overwhelmed and/or insignificant (Short, 2014, p. 10, part 1). Additional findings from the study included the effects of mentoring provided "ontological security," a self-need to be recognized but also be in a psychologically safe work environment (Short, 2014, p. 10, part 1). The education sector also contributed to the findings in this subtheme. Richardson (2011, p. 18) concurs and found for new teachers, having a mentor provided much needed and appreciated support. Lastly, the study found that participation in mentoring created a state of more concentrated focus on skills needed for work and identifying goals for career advancement (Short, 2014, p.10, part 1). Knowledge-rich mentors with global experience can transfer great insight to their mentees (Short, 2014, p. 3, part 2). Thus, this finding correlates to the SCT with the workplace environment having an impact on the behavior expressed by a person in the environment but mentoring is the intervention.

### **Skill And Professional Development**

Another individual perspective benefit for the mentee was regarding skill and professional development. Four out of 17 studies supported this theme. Lee and Lee (2018) conducted a systematic literature review consisting of over one-hundred independent articles and found mentoring an effective intervention for individual professional development because it was comprised of many different subject matters and also provided a sustainable and socially

acceptable means of creating organizational effectiveness such as increasing work performance while also providing career development (Lee & Lee, 2018, p. 298). Primary benefits from a mutual mentoring study included the mentee acquiring new competencies and skills (Baran, 2014, p. 22). For the study of mentorship of graduate nurses, mentoring was found to be significant for career development and aiding the mentees for their own career development (Tiew et al., 2017, p. 80). A mentoring program implemented at a credit union was found to be instrumental in developing a new generation of leaders among generation Y staff employees (Giovanni, 2011, p. 10). Additionally, mentoring can provide more clarity on the skills needed to perform certain work and also what skills would be needed for upward mobility (Short, 2014, p. 5, part 2). Therefore, mentoring and an intervention provide various forms of psychological support to newly hired individuals.

### **Mutual Benefit (Reciprocity)**

Evidence of the mutual benefit was found for both the mentor and mentee in the mentoring relationship. Four out of 17 studies supported this theme. The reciprocal mentoring benefit was found in the nursing work environment in which the mentoring relationship increased the mutual respect of each another through the provision of "a culture of acceptance" (André, 2018, p. 20). This concept was further explained as the mentor feeling a sense of accomplishment in helping a new colleague in starting their career and planning their career goals while the mentor received the benefit of assisting the new colleague on how to navigate the use of advanced technologies (André, 2018, p. 21). One shared benefit by both the mentor and mentee is that of increased job satisfaction and increased job performance (Dalal & Akdere, 2018, p. 348; Lee & Lee, 2018, p. 297). It is also possible for reciprocity to occur where a mentor may mentor a mentee in one area and they themselves receive mentoring from another area

(Desselle et al., 2011, p. 11). The finding of reciprocity was identified in Ragin and Kram's work (2007, p. 283) *Handbook of Mentoring at Work: Theory, Research, and Practice*. The findings support mentoring theory in that in a mentoring relationship, the mentor may also receive a benefit as well.

### **Developing Core Competencies In Millennials**

The most overwhelming finding for the individual perspective was in mentoring as intervention to build core competencies in millennials. Six out of 17 studies supported this theme. This finding spanned numerous organization sectors such as railroad. McCrindle (2010) conducted a study on engaging millennials in the workplace in Australia and found while technical skills often come from university courses, millennials prefer on-the-job training through coaching, and mentoring along with practical training (McCrindle, 2010, p. 569, part 2). Harrison (2015, p. 154) conducted research on the types of leadership programs that produced millennial leaders with required competencies to lead. Mentoring was one main element found in 50% of the studies reviewed as a part of the author's research, and further mentoring combined with other interventions such as a 360-degree feedback, coaching, networking, and, action learning, were key in developing leading people competency in millennials (Harrison, 2015, p. 151). Additionally, the author also found implementing mentoring also aided millennials in building technical competencies which lead to a results-driven acumen within both generations.

The research results found three studies in the financial sector which supported this subtheme. First, in a study of developing millennial bank managers, mentoring, when viewed as coaching, was found to assist millennials in realizing their own potential (Morton, 2016, p. 99). In the same study, mentoring helped to stimulate casual interactions between millennials and other employees within leadership development events and processes (Morton, 2016, p.

101). Then, in a study on mentoring newly hired millennial credit union professionals, through reciprocity the mentors gained insights into actions and messaging needed to create a more inviting culture, while the millennials were able to learn tacit knowledge or skills and tricks-of-the-trade within a matter of days and weeks rather than years (Giovanni, 2011, p.10). Lastly, Grant's (2013) study featuring millennial financial planners found they wanted to work for an organization which agreed with their own philosophical views, as well as one where learning was encouraged, and where they would be mentored and developed (Grant, 2013, p. 9). These studies show mentoring interventions are successful in the banking industry in supporting millennial development. The research results also found an individual benefit to millennials in the education sector. Richardson (2011) focused on development of new teachers. The scholar found that millennials, more often than not, perceived mentoring as a form of coaching and positive intervention in the workplace and as a result, expected more time for interaction. (Richardson, 2011, p. 18).

Further, the author reported millennials wanted a one-on-one relationship (coaching) and their desire for instantaneous "praise and feedback" would require additional time in the workplace where mentoring conversations are systematically held only one or two times per month, and thus the increased frequency could stretch resources by having to reduce time spent in other areas in order to meet this expectation (Richardson, 2011, p. 18). Given this finding, perhaps more mentors participating would help to meet the need for increased interaction.

In summary, mentoring provides multiple benefits to the individuals in the relationship. First, the research found mentees may receive psychological benefits from the mentoring relationship to assist them in feeling safe in a new work environment. Additionally, findings also include reciprocity where both the mentor and mentee receive a benefit from the relationship.

Lastly, for the individual perspective category, the largest number of findings in this theme was the skill and competencies building in millennials.

### **Analytical Theme 2: Program Perspective**

The next major theme from the research findings was the mentoring program perspective. Sixteen out of 34 studies supported this theme. Main subthemes were criteria for a successful mentoring program, mentor-mentee match up, and barriers to a successful mentoring program.

#### **Successful Mentoring Program Criteria**

The research found numerous instances of benefits of a successful formal mentoring program. Five out of 16 studies supported this theme. Formal mentoring programs were instrumental in providing organizations opportunities to develop talent in the workplace (Dalal & Akdere, 2018, p. 348). Several authors found the purpose of the mentoring program should be clearly stated. The program should be specific about goals for the participants and the organization should be open and specific about participant eligibility criteria and also participation is accepted (Desselle et al., 2011, p. 10). Kirklin agreed from an Army perspective. Meaning, mentoring was most effective when a trusted leader in the organization can effectively communicate to the mentee the Army's model for professional development using the mentee's current situation as a benchmark (Kirklin, 2015, p. 20). Moreover, visible tracking and broadcasting of participants progress as related to the organization's goal contributed to a successful mentoring program. Lastly, the organization should allow for mentors and mentees to provide feedback on their experience in participating in the program (Harrington & Arnold, 2010, p. 16). These findings corollate to the SCTs fourth subfunction in modeling known as "motivational processes" (Wood & Bandera, 1989, p. 363). To explain further, according to this subfunction of the model, people are more likely to want to model their behavior if they know

the behavior will result in a positive outcome (Wood & Bandera, 1989, p. 363). Therefore, if the results are shared, the probability others will follow suit, according to model, is high.

Mentors need to matter in that their presence should have an affect on a protege means to gain knowledge or achieve a goal. If a mentor is to be significant, they must be able stretch the mentee beyond their current capacity and encourage the mentee to believe the new experience can benefit their careers (Kirklin, 2015, p. 20). Further, mentors must also ensure the promotion board does not penalize those who chose to take on the challenges their mentors give them (Kirklin, 2015, p. 20). This factor is due to the strict military code of conduct where a senior officer discharges duties for a younger officer to follow. If the younger officer has a mentor that is not their direct superior officer, the additional duties taken on from direction from the mentor, could be misconstrued as the younger officer not following orders. This issue may be unique to the armed services due to their strict culture of chain of command and adherence to following orders.

Cross-generational mentor programs are most successful when the organization visibly supports and makes the program widely know. Then, the program's purpose is clear and widely communicated early and often. As a result, the program goals are displayed on the organization's various media platforms and keep program's participants motivated (Harrington & Arnold, 2010, p. 16). An organizational cross-generationl program was sucessful if it received organizational support while simultaneously encouraging employees to participate (Harrington & Arnold, 2010, p. 16). Further, mentoring programs needed visible support within the organization's culture and rewarded the resources which are needed to have a successful program such as the mentors' investment of time (Harrington & Arnold, 2010, p. 16). It is important for organizations to set resources aside to recognize employees who contribute to solutions by innovating or staying on

the job longterm and have a significant role in mentoring a new cohort (Wieck et al., 2009, p. 177). These findings identified criteria when implemented lead to successful mentoring programs: goals of eligibility are clear; organization is visible about the program and allows feedback from participants; and the organizations culture supports the program.

### **Mentor-Mentee Matchup**

The second subtheme of a successful formal mentoring program is the ability to affect an optimum mentor-mentee match. Six out of 15 studies supported this theme. Successful mentoring programs have mentor's whose skills and experience match up with meeting the needs of the assigned mentee's professional development needs (Harrington & Arnold 2010, p. 16). Professional workplace development programs can meet intergenerational and cultural needs by allowing mentors and mentees matched on criteria such as compatibility, gender, educational background, or other considerations (Short, 2014, p. 4, part 2). Mentors should receive training on aspects of how to mentor, including how to engage communication and networking and developing an environment of trust (Desselle et al., 2011, p. 10). Elements of a good mentor-mentee matched up include the fostering of friendship between the two and the existence of mutual trust (Funari et al., 2015, p. 57). There should also be an established meeting frequency, which can extend for as much as up to one year, although there is not set standard (Gagliardi et al., 2014, p. 7). Mentor-mentee matchup results from the mentors being able to meet the needs of the mentees.

The research findings were mixed surrounding whether mentoring was more beneficial when the mentor was not from the same professional background as the mentee. O'Connell et al., (2016) found the next generation of health advocates appreciated being matched with a mentor who has experience in their profession (O'Connell et al., 2016, p. 46). Short (2014) found the

ability for a mentee to select a mentor from a group of mentors which have same or different experience, known or unknown, could also aid in the match up of the mentee to mentor (Short, 2014, p. 4, part 2). Likewise, research in the credit union industry, mentoring as an intervention was found to increase learning by matching those in the same industry with the newest members and provided an opportunity for employees to have global connections and expand their own knowledge (Giovanni, 2011, p. 10). However, Desselle (2011) did not support this finding and alternately found a formal mentoring program should maximize organizational participation for mentors by opening up to other experienced persons outside of the immediate discipline in order for the program to be successful (Desselle et al., 2011, p. 10). The rationale for this desention was based on allowing developmental growth in other areas aside from the main career area (Desselle et al., 2011, p. 10). In some areas mentor-mentee matchup was best when made based on same professional areas, but in some cases, the matchup was not based on same professional areas.

### **Challenges With Implementing Mentoring Programs**

Several studies also identified challenges with developing a successful mentoring program and cited poor programming, mentor-mentee mismatch, and lack of organization and/or participants for the program. Five out of 16 studies supported this theme. One challenging aspect of mentoring programs when used for talent development was finding a suitable number of skilled workforce employees to serve in mentor/coaching/trainer roles (Dalal & Akdere, 2018, p. 349). Also, specific gender challenges were found in matching mentors with mentees (Dalal & Akdere, 2018, p. 349). Mentor-mentee were mismatched based on goals and interests (Harrington & Arnold, 2010, p. 16). Other causes of mentor-mentee mismatch include stereotyping and bias which if felt by the mentee can affect the trust and mutual respect of the

relationship (Harrington & Arnold 2010 p. 16). There was a reported finding of difficult in mentors and mentees to develop a cohesive relationship in the health advocate next generation study when the matching was in different areas of public health (O'Connell et al., 2016, p. 46). Research findings indicated incorrect or mismatch of mentor-mentee could result in the mentoring intervention not being successful.

Besides mentor-mentee matchup challenge, other barriers exist to successful mentoring programs. These other barriers to mentoring identified were lack of resources and mentees not receiving adequate attention by their mentors (Gagliardi et al., 2014, p. 7). Barriers affecting the success of an effective mentor-mentee relationship included lack of support for the program, lack of adequate time, and lack of understanding of the program guidelines. Abdullah et al. agreed finding staff resistance and shortage, lack of time, lack of knowledge and skills about guidelines, and inadequate support (attention) from mentors hindered the success of mentor-mentee relationships (Abdullah et al., 2014, p. 297). The inability of mentors to motivate or provide direction to the mentee is an additional barrier (Harrington & Arnold, 2010, p. 16). Mentors were not perceived as being authentic and thus cannot develop the trust needed to sustain the relationship (Harrington & Arnold, 2010, p. 16). Program lacked structure and has design flaws (Harrington & Arnold, 2010, p. 16). Program lacked the requirement for follow-up and feedback (Harrington & Arnold, 2010, p. 16). Program was not part of the organizational structure or culture (Harrington & Arnold, 2010, p. 16). Program goals were not clear and its implementation appeared to be unorganized (Harrington & Arnold, 2010, p. 16). Barriers such as lack of time, mentors which are not fully equipped on how to support mentees, and a culture of resistance affected the success of a mentoring program's effectiveness (Abdullah et al., 2014, p. 297). Other barriers included difficulty in finding a mentor, availability of time, developing a

relationship, understanding of goals, lacking incentives, culture value clashes, and confidentiality (Gagliardi et al., 2014, p. 7). Also, lack of trust or confidence in a mentor's abilities to provide expertise was also identified as a barrier (Gagliardi et al., 2014, p. 7). Barriers to a successful mentoring program can go beyond the mentor-mentee matchup.

### **Analytical Theme 3: Leadership Perspective**

Theme three, the final theme, which emerged from the coding of the research was from an organizational perspective. 26 out of 34 studies supported this theme. Five subthemes were also identified: retention, organization culture, knowledge management, intergenerational team building, and mentoring strategies.

#### **Improve Retention Rates**

Mentoring as an intervention can improve retention rates. Five out of 26 studies supported this theme. This organization, while not able to calculate a return on investment based on dollars, realized a reduction in attrition among the staff within the third year of the mentoring program (Tiew, 2017, p. 81). Nekuda (2012) found mentoring programs have a successful track record for employee retention (Nekuda, 2012, p. 3). The author found that mentors who participated in the program had a higher retention rate by 20 percentage points, than those who did not participate and estimated saving of \$6.7 million in recruitment costs (Nekuda, 2012, p. 3). Further evidence was found by a Human Capital Lab study at Sun Microsystems. Those employee who participated as mentees in a mentoring program realized a higher retention rate by as much as 23 percentage points, than non-participants (Nekuda, 2012, p. 3). In an organization undergoing workplace changes and periods of uncertainty, the use of mentoring can often be used to increase retention rates in addition to morale and employee job satisfaction (Short, 2014, p. 10, part 1). The systematic literature review found mentoring, along with other workplace

employee interventions such as flexible work schedule, an ergonomically designed work environment, availability of innovative technology, training, and diversity appreciation had a positive impact on recruitment and retention in numerous employment organizations (Dickson, 2015, p. 1081). Similar to other work sectors, mentoring is one of numerous activities needed to recruit and keep older nurses in the workforce (Dickson, 2015, p. 1081). Mentoring was also seen as an important intervention in many Army leaders, such as brigade and battalion leaders, implement to retain and develop talent among the midgrade leadership (Kirklin, 2015, p. 20). Mentoring as an intervention has been found to increase retention rates in various organizational sectors.

### **Organization Culture**

Organization culture can play a significant role in mentoring interventions. Fourteen out of 26 studies supported this theme. For surgical nurses, a particular type of mentoring was needed, known as preceptorship. Preceptorship, as defined by the University of Washington Medical School, is a type of mentoring provided to medical students by a practicing physician. It is a volunteer position and includes activities such as one-on-one instruction and training (UWMS, 2019, para. 1). A British study on recruitment and retention of Generation X and Y nurses in the National Health Services (NHS) was the evidence to support providing preceptorship as an intervention to retain staff. Additionally, developing a mentoring program with regularly scheduled in-person feedback with senior nurses was instituted (Foster, 2015, p. 983). Research finding for mentoring of graduate nurses was pivotal in helping nurses engage in the organization's culture (Tiew et al., 2017, p. 80). This study found mentoring, reverse mentoring, especially, does leverage the best of both generations which overall promotes

individual commitment to the organization (Harrison, 2015, p. 154). Organizational culture is important to training and development aspects of mentoring program.

Additional authors found mentoring provided organizational culture impacts for mentoring as well. Organizations can provide employees with an engaging culture through mentorship valuing contributions from all generations in the workforce (Harrington & Arnold, 2010, p. 16). Short (2014) agrees finding mentors in the workplace can provide meaningful and lasting communication of organizational ethos, values, culture, and pass on organizational traditions (Short, 2014, p. 4, part 2). One result from mentoring and creating mentoring relationships is employee engagement in both behavior and attitude (Kentrus, 2017, p. 92). Other findings include a connection between those leaders that were able to maintain performance, coaching, and mentoring (Morton, 2016, p. 100). The key to the organizational culture appears to stem from the relationship which results from the mentoring. A study concluded mentoring has a positive impact on employee commitment to the organization while noting there was not significant differences found in the type of mentoring implemented (Hechl, 2017, p. 164). Among millennials, mentoring helped to build trust in leadership (Nekuda, 2012, p. 3). Mentoring was most beneficial to the younger nursing cohort when the more experienced perioperative nurses were seen as authentic and demonstrated skill mastery which resulted in a safe and caring environment for patients while creating a nurturing culture for the employees (André, 2018, p. 20). While formal mentoring programs are beneficial, informal mentoring programs can be just as effective (Gagliardi et al., 2014, p. 7). Findings on organizational culture through mentoring help individuals connect to the organizational traditions, values, and culture.

In a few of the studies, coaching when combined with mentoring appear to benefit the organization. Coaching and mentoring caused “intentional interaction” with leaders, and the

study found absence of this type of leadership interaction could result in poor performance (Morton, 2016, p. 101). Coaching and mentoring were identified as key strategies to develop leadership among millennials (Morton, 2016, p. 101). Lastly, another study found the interventions such as coaching and mentoring were extremely beneficial to all levels of successful leadership (Funari et al., 2015, p. 59). Mentoring and coaching as well as sponsorship was found to be instrumental in developing leadership character over time (Funari et al., 2015, p. 59). Mentoring (coaching) as a part of collaborative team contributed significantly to professional development due to providing the ability to better identify goals and also meet goals (Funari et al., 2015, p. 59). Mentoring and coaching were found to be an impactful organizational intervention to guide employee career progression (Lee & Lee, 2018, p. 297). Mentoring when combined with coaching can result in positive benefits for the organization.

One last finding theme under organizational culture related to the significance of the leader role to the mentor-mentee team. The nurses found one key in having a successful mentoring program in a perioperative environment was that of a transformational leader who can demonstrate support for the program (André, 2018, p. 20). In the study of using mentoring in the development of career apprenticeships, the authors found that mentoring and instructing on project information, manager and supervisor support was critical (Rowe et al., 2017, p. 193). Experiencing mentoring as a Training with Industry (TWI) fellow, developed innovation in traditional thinking and networking skills and instilled levels of confidence to move up in the organization as a senior leader (Funari et al., 2015, p. 58). Supervisor and manager support is critical to the success of the mentor-mentee program.

### **Knowledge Management**

Organizations implement mentoring as a means to share knowledge and increase learning as a means to manage knowledge between employees. Eleven out of 26 studies supported this theme. The results of an empirical study among two manufacturing organizations, found knowledge sharing between its workforce was very successful for organization talent development (Dalal and Akdere, 2018, p. 348). Mentoring as an intervention among a multigenerational workforce allowed perioperative nurses to bond with their community to share their tacit knowledge with those who would benefit most (André, 2018, p. 22). When it comes to knowledge transfer in the workforce, mentoring was found to be a valuable delivery tool (McCrindle, 2010, part 1, p. 500). One benefit of workplace mentoring is it provided the opportunity for employees to obtain immediate access to knowledge (Short, 2014, p. 3, part 2). Implementing mentoring found those mentored not only increased their knowledge and skills but they gained a better understanding of advocating for future planning and also wanted to engage in the process (O'Connell, 2016, p. 44). In a study assessing intergenerational relationships in the Australian School, generations X and Y expressed support to have baby boomers stay in the workforce rather than be pushed into retirement, because of the need to effect knowledge transfer to the younger generations (Lambert et al., 2014, 126). The Donohue study found a result of the mentoring intervention was successful knowledge of problem-solving skills transferred to those who received mentoring (Donohue, 2016, p. 5). Mentoring can assist organizations with knowledge transfer, particularly between generations.

Mentoring can also be an intervention or opportunities for learning. In organizations where personal development may not be the primary focus, mentoring allowed employees to personalize and control their learning (Short, 2014, p. 10, part 1). In the credit union industry,

mentoring as an intervention was found to increase learning by matching those in the same industry with the newest members and provide an opportunity for employees to have global connections and expand their own knowledge (Giovanni, 2011, p. 10). The development and implementation of a mentoring tool kit resulted in a better understanding of how the older generational worker can be involve in younger generational learning, which in turn helped organizations deal with older workers (Ropes, 2015, p. 16). Evidence also points to the mentor-mentee relationship having a significant impact on the result of the mentee's ability to learn from the mentoring experience (Tiew et al., 2017, p. 80). In addition, the mentoring enviroment providing enhanced learning to apply those skills in a practical application (O'Connell, 2016, p. 46). However, mentoring was not found to replace the requirement for other training, but mentoring did provide an environment to pool learning and obtain support from those more knowledgable and experienced employees (Short, 2014, p. 10, part 1). Mentoring was also found to be a readily implementable source of training in the absence or lack of traditional training (Short, 2014, p. 4, part 2). Mentoring was found to provide a higher contribution to the workforce development vision because in addition to providing education and traditional training, internal development by the workforce for the workforce and as a result, this resulted in employees contributing more to the organization (Short, 2014, p. 10). Mentoring is also an intervention for employee learning and development.

### **Intergenerational Teambuilding**

Three out of 26 studies found mentoring in the workplace fostered intergenerational relationships. As an intervention, mentoring resulted in engagement by younger generations as well as older ones, reduced stereotypes and tensions, improved knowledge sharing, and increased learning between generations. Having teams with mixed generations helped foster an

environment of teambuilding. Intergenerational interaction aided generations in having a deeper understanding and appreciation of each other (André, 2014, p. 20). Additionally, this mix aided the performance of work and increased team motivation (Baran, 2014, p. 20). In Moore et al. (2016), a study on identifying aspects of building a multigenerational team in the workplace among nurses found millennials' contribution could be mentoring to older nurses for technology skills on implementing a new computer system (Moore et al., 2016, p. 1). The implementation of mentoring as an intervention between a multigenerational workforce among nurses was found to be of significant value because of the expertise that can be shared, thus creating an environment of positive feedback and ultimately teambuilding (André, 2018, p. 22). The author also found a successful mentoring program in the perioperative nursing community because an intergenerational team brought out the different strengths from each generation to be highlighted, strengthening the relationship among the team members and reducing, and potentially eliminating, intergenerational conflict (André, 2018, p. 22). Another main finding from the study found that those mentored preferred this type of on-the-job training as compared to more formal training programs which utilized instructional learning because they felt more at ease while going through the learning process (Urlick, 2016, p. 57). Therefore, intergenerational mentoring is successful in building teams, creating synergy, and improving team dynamics and learn from each other.

### **Mentoring Strategies**

One very interesting and unexpected finding from the research was how organizations are moving away from traditional older-to-younger and face-to-face mentoring. Seven out of 26 studies supported this theme. The most prevalent non-traditional mentoring strategies found from the research were reverse mentoring and electronic or e-mentoring also known as online

mentoring. In Baran, 2014, a trial study of intergenerational reverse mentoring, referred to in the study as “mutual mentoring” (Baran, 2014, p. 20) was implemented as an intervention to retain older workers in the workforce (Baran, 2014, p. 22). The intervention created two different types of mentors: (a) organizational mentors who were senior employees in the organization and (b) technology mentors who were technology subject matter experts (Baran, 2014, p. 22). Results from the quantitative study using this concept found more than 50% of the respondents reported experiencing enrichment and improved culture from the experience. As a result, employee engagement and job performance motivation were reported to have increased (Baran, 2014, p. 26). Another study of reverse mentoring in the workplace found when an organization’s culture provided a climate of reverse mentoring also created an environment of interdependence and increased communication between the two entities (Donohue, 2016, p. 4). The value of reverse mentoring is older workers can share experiences and while the younger can, in turn, provide context to methods in being more engaging with their generation (McCrinkle, 2010, p. 500, part 1). Reverse mentoring provided tenured workforce members meaningful interaction with millennials. Tenured workforce members could hear what millennials had to contribute and the value they provided to the team (Morton, 2016, p. 100). Reverse mentoring was found to prepare millennials for leadership roles as well as provide retention for tenured leaders (Morton, 2016, p. 99). Morton found that despite which the form of mentoring, reverse or traditional, the mentor-mentee relationship was looked upon as as beneficial to the organization’s culture (Morton, 2016, p. 100). Reverse mentoring created resiliency in teams in the perioperative environment because it allowed for different generations to share their talent for others to learn (André, 2018, p. 20). Within recent years, reverse mentoring is showing positive results as an alternative to traditional mentoring.

One final mentoring strategy was online or e-mentoring. Several researcher reported positive results from participants engaged in this type of mentoring regarding schedule and relational benefits. While program participants often reported preferring traditional mentor face-to-face meetings, the participants found flexibility in the format and were able to spend more time on the actual learning program than had it been traditional (O'Connell et al., 2016, p. 46). Other online mentoring benefits included those with disabilities or mobility, transportation challenges, home obligations, and unchangable work shifts to participate in mentoring due to this delivery type being less disruptive than traditional methods (Short, 2014, p. 4, part 2). Other benefits of online mentoring include among the younger generations who found interfacing electronically not as intimidating as traditional mentoring where face-to-face meetings require workflow disruption (Short, 2014, p. 4, part 2). Another benefit of online or e-mentoring is the abillity to connect mentors and mentees across organizational and geographic boundaries (Short, 2014, p. 4, part 2). Lastly, mentoring through technology means was found to be favorable among participants who were seeking to learn problem solving skills (Donohue, 2016, p. 5). Online mentoring includes the benefit of participating in mentoring when mentors or mentors are at different sites or time schedules.

Despite the successful findings with online mentoring, research also revealed this mentoring format is not for everyone. One study reported having trouble relating to someone they are not able to physically see (O'Connell et al., 2016, p. 45). Additionally, participants reported a challenge of online mentoring program, addressing diverse learning styles (O'Connell et al., 2016, p. 46). Subsequently, the study reported that lack of the participants being able to engage in the normal types of interface (such as ability to read body language and other non-verbal cues) cause substantial rates of participants withdrawing from the program (O'Connell et

al., 2016, p. 46). Additionally, Kentrus (2017) conducted research on the topic of mentoring programs effective and reported a finding on negative mentoring. According to Kentrus (2017), a mentor who has a negative view of the organization, could transfer those negative feelings on to a mentee in a mentoring relationship which could result in the mentee leaving the organization, (Kentrus, 2017, p. 94). This transference is connected to the SCT.

### **Updated Conceptual Framework**

The result of the systematic review provided insight on the initial conceptual model framework. While the framework remains intact, several changes made to the original construct represent this author's contribution to the body of knowledge on mentoring. One of the significant adjustments for the final conceptual model is a change in paradigm of mentor qualifications. The original conceptual model assumed that only the older generation was qualified to mentor based on years of experience, context, rather than content of experience. This assumption attributed to the researcher being a baby boomer and thus looking at the world through generational cohort blinders that older equates to more knowledge. The research showed the younger generation has knowledge which to share with the older generation so that the transfer of knowledge is not flowing in one direction. Additionally, the research found the mentoring intervention now has other venues. Many organizations have long moved beyond traditional in-person mentoring. Due to the availability of technology, individuals can take advantage of engaging in mentoring relationships across geographical boundaries and time zones. The workplace productivity factors, as a result of the research, were skill development, retention, and reduced conflict. Mentoring mechanisms included dialogue between members of the workforce, reciprocity (mutual benefit), and reflective behavior modeling. Lastly, the original model from the leadership perspective was anticipated to be from an influence and assessment

perspective only. Due to post research findings, the conceptual model was also adjusted for the leader by including the responsibility and accountability for the leader to make changes regarding mentoring opportunities.

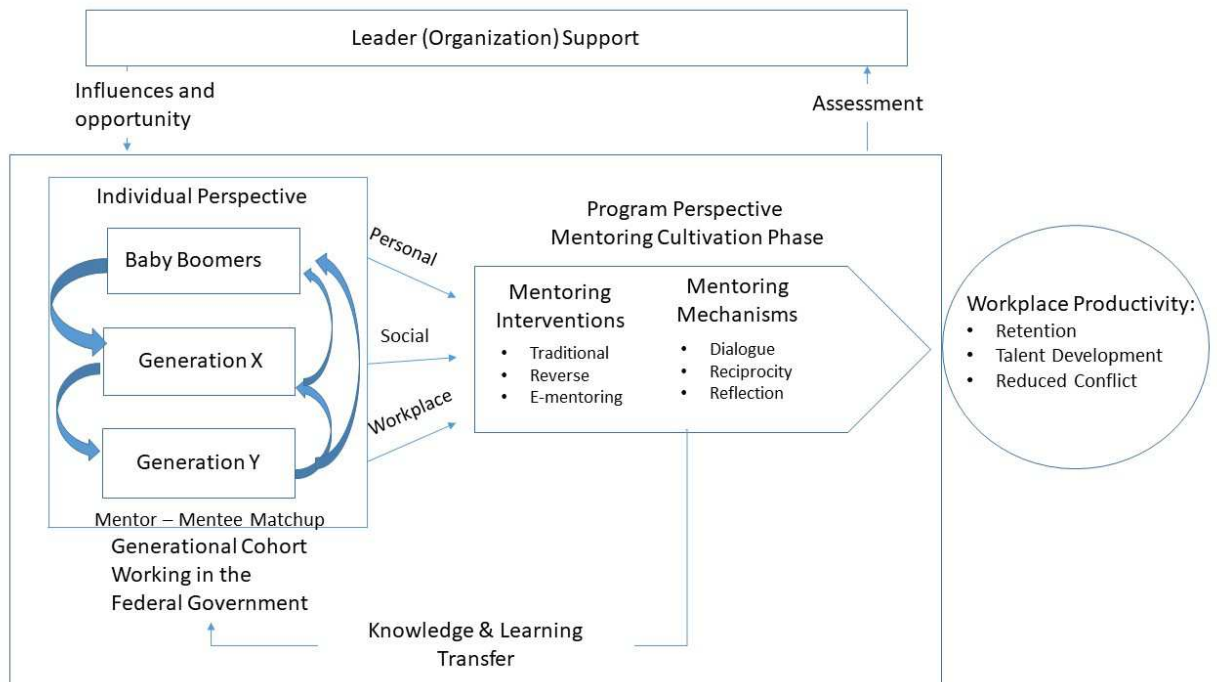


Figure 2. Reinterpreted conceptual framework. (The graphic is the original work of the author of this dissertation.)

### Summary of Results

While the majority of the research findings showed positive results for mentoring as an intervention in the workplace among a multi-generational workforce, there were a few studies that did not report positive findings. One such study, Abdullah et al., (2014) conducted a systematic review to see if there was empirical evidence of mentoring as an intervention for knowledge translation (KT) in the clinical practice for doctors and nurses in the United States, Canada, and Australia (Abdullah et al., 2014, p. 284). The study included mentoring intervention in a traditional sense of the older, more experienced mentor in a relationship with a younger and

less experienced mentee (p. 285). The authors reported mixed findings from the study due primarily to little correlation between the individual study results and so few studies (p. 297). While the authors could not find consistency on the intervention, they were able to provide findings regarding the mentor-mentee relationship for enablers and barriers (p. 297). Therefore, organizations need be aware that mentoring may not benefit everyone.

### **Chapter Summary**

This chapter provided the results of the procedures taken to conduct research to answer the research question. The procedures included the development of keywords, a search string strategy, conducting screening for relevancy, quality assessment of the selected research articles, coding of the findings, generation of themes and conducting the synthesis by aggregating the research findings. As a result of the synthesis, revised conceptual model, Chapter 5 will present synthesis conclusions as well as several management implications for consideration.

## **Chapter 5: Conclusions and Implications**

This chapter will review the findings and provide an answer to the research question. Additionally, this chapter will present implications for management but will also recommend actions to mitigate the implications. Moreover, this chapter will outline a few areas for future research consideration followed by the chapter summary.

### **Review of the Research**

The results of this research study found mentoring intervention benefits among three major themes which were systematic levels in the workplace: individual, program, and organizational. For the individual, mentoring was found to benefit individuals being mentored by providing a psychologically safe work environment, reciprocity (mutual) benefits for both the mentor and mentee, and skill competency building experienced by millennials. From the program perspective, findings included criteria which can make a mentoring program successful, criteria for mentor-mentee match up, and barriers to mentoring programs not being successful. Lastly, from the organization perspective, the findings supporting organizational culture were significant as an outcome of mentoring intervention, along with the benefits such as intergenerational teambuilding, knowledge management, and mentoring strategies.

### **Answer to the Research Question**

The workplace is undergoing a generational shift, as the older generation is retiring and the newer generation is coming in and preparing to move up. With the transitioning out of baby boomers, organizations risk the loss of tacit knowledge leaving with the baby boomers. Millennials, as a generational cohort, are not necessarily willing to wait out their chance to advance their careers, and the federal government is still a bureaucratic workplace where traditional seniority remains revered. Based on the research findings, mentoring continues to thrive

as a positive intervention for sharing knowledge and increasing professional growth. These findings provide evidence of the benefits of mentoring as outlined by the United States OPM's *Best Practices: Mentoring Guidebook from 2008*. Given this evidence, the author of this dissertation deduced that mentoring factors can affect productivity in an intergenerational workplace setting. Key factors include organization/leadership support, clear program goals, participant feedback, mentor-mentee matching, and reverse mentoring.

### **Management Implications for Analytical Theme 1 (Individual Level)**

The individual perspective focuses on the individuals involved in the mentoring relationship: the mentor and the mentee (or protégé). Findings from the research depict several subthemes for these individuals: individual (mentee) psychological benefits, reciprocity (mutual benefits for both the mentor and the mentee), skill and professional development, and building competencies in millennials. Implications for leadership include the individual (mentee) psychological benefits: offer mentoring to new employees to help them acclimate to the group; reciprocity (mutual benefits for both the mentor and the mentee), advertise and market to recruit mentors; and build skills through professional development. Mentoring, could compensate for required training during bouts of Continuing Resolutions. Building competencies in millennials could be accomplished through mentoring as an alternative to formal leadership development programs (costly, limited annual availability).

### **Management Implications for Analytical Theme 2 (Program Level)**

The next major theme from the research findings was the mentoring program perspective. Main subthemes were criteria for a successful mentoring program, mentor-mentee match up, and barriers to a successful mentoring program. Management implication regarding the subtheme of successful mentoring program elements, include several actions such as agencies reviewing

current mentoring programs, or of if planning to start one, to ensure the program's goals and eligibility are clearly developed and communicated. Additionally, agencies should have a plan or template for highlight and relaying program successes. Lastly, ensuring evaluation criteria exist for both the mentor and mentee to provide feedback to program coordinators and also that the feedback is reported to the workforce and suggestions for improvement or issues/concerns are addressed in a transparent manner.

Regarding the second subtheme of mentor-mentee match-up, management implications include moving beyond matching based on traditional factors (i.e., professional trade, geographical locations) and consider skill sets or techniques that may be complementary to the mentee's development. Additionally, agencies should provide various opportunities for the prospective mentee to learn more about the prospective mentor prior to engaging in a mentor-mentee relationship. This would allow the mentee to see the prospective mentor in a set of different conditions and test relationship chemistry. Lastly, in regards to subthem three, barriers to a successful mentoring program, two main recommendations: provide for time for both participants in the relationship, which may require additional time for work assignment completions and offering incentives for participating.

These recommendations, if implemented, could make a valuable impact to the program and increase participation. These recommendations could also lead to an agency setting a benchmark for others to follow.

### **Management Implications for Analytical Theme 3 (Leadership Level)**

For the final theme of the resesarch study, organization and leadership levels, three subthemes emerged: retention, organization culture, knowledge management and mentoring strategies. Organizational culture has an impact on how well the organization performs. The

research findings show mentoring helps organizations with retention. By implementing a mentoring program or if a mentoring program exists, it is recommended organizations develop and report ongoing metric to check for causation between mentoring efforts and retention rates. Regarding organization culture, the implication for managers is to look for opportunities to form mentoring relationships between individuals as well as groups. While the research did not delve into group mentoring, combining efforts could prove to be beneficial, especially if resources to support mentoring are tight. Organizations can also offer a periodic spotlight on what the organization is doing to promote increased engagement and may want to highlight organizational cultural awareness that arose from mentoring. With regarding to management addressing knowledge management, to transfer tacit knowledge, it is recommended that organizations offer incentives for encouraging mentors to help transfer tacit knowledge. Additionally, during periods of budget shortfall, continuing resolutions, mentoring may help to bridge knowledge gaps for skill development. Moreover, organizations should look for opportunities to use mentoring to replace or supplement ongoing training efforts and determine if there could be actual dollars saved by employing this intervention. Regarding intergenerational teambuilding, this is one area recommended for OPM to include in an updated best practices guide on mentoring. The research findings support this and it would not be surprising to find out this phenomena is known but just not highlighted so agencies who look to OPM for guidance may not be aware of it. intergenerational teambuilding encourages generational cohorts to share what knowledge and skills they have and give the younger generation a chance to contribute. Finally, regarding mentoring strategies, the recommendation here is to move away from assigning mentors based solely on seniority. Doing so could result in missed opportunities for learning and retention of millennials. This is a good segue into the final recommendation regarding non-traditional

mentoring methods. As presented in the research findings, reverse and electronic mentoring are on the rise. Ragins and Kram (2007) foretell the future of mentoring changing, referring to it as a “paradigm shift“ that will occur in the workplace due to the changes in the work environment (Ragins & Kram, 2007. pg. 659). The authors identify changes mentoring which include peer-to-peer, e-mentoring, cross-gender and cross-cultural, cross-generational (mainly reverse mentor). Additionally, the authors cite the role and technology and societal norms having a potential impact on mentoring.

Where is the transformational leader in all of this? Ragins and Kram (2007) address the role of the transformational in mentoring and attribute the characteristics of a transformational leader are directly related to the quality of mentoring relationships (Ragins & Kram, 2007, p. 679). When comparing characteristics between transactional and transformational leaders, transformational leaders were found to be more like mentors (Ragins & Kram, 2007, p. 152). Leaders and mentors both work within an organization supporting goals, however, leadership mainly focuses on the big picture or organization goals and mentors focus on individual development goals (Ragins & Kram, 2007, p. 680). Leaders and mentor will eventually cross paths at the individual level because the leaders will need to lead, either by direction or motivation, individuals into attaining organization goals. This could explain why Ragins and Kram (2007) recommend applying a lens of transformational leadership to frameworks involving mentoring. The authors believe it is will be the transformational leader that will be able to bring a fresh perspective to the mentoring relationship and leaders (Ragins & Kram, 2007, p. 680).

Given the research findings, the top three recommendations for OPM, the federal government human resources organization should be establishing a template mentoring program metrics, offering non-traditional mentoring (reverse mentoring), and expanding the mentoring

availability to more organizations outside of the federal government. While OPM does provide organizations with a method of evaluating their program, they do not provide any metrics for agencies to capture and report. Agencies with mentoring programs most likely have data but are not sharing it with OPM. For agencies that are not capturing any metrics, if OPM could capture and make them available, the information would probably aid them in establishing metrics. On May 16, 2019, Curbed DC, a local online news publication, published an article, Amazon unveils plans for the first phase of its Crystal City headquarters, covering Amazon's plans to open a second headquarters in Northern Virginia, Crystal City. Additionally, the move includes the development of a Virginia Tech Innovation Campus. With Amazon as a leading technology giant, a move to Crystal City, VA puts Amazon mere footsteps away from numerous federal agencies in the Washington, DC metropolitan area. OPM becomes a few Metro stops away from the tech giant. A mentoring consortium between OPM and Amazon would allow for several recommendations from this research study to materialize, including reverse mentoring, e-mentoring and mentor-mentee relationship beyond traditional matching methods.

### **Limitations of the Study and Areas for Future Research**

This section will present the limitations of the study and recommend areas for future research. In reporting systematic review results, the researcher should present not only what is known from the research but also what is not known (Denyer & Tranfield, 2014, p. 686). By the researcher providing this information, it will help future researchers in determining if further research is warranted (Denyer & Tranfield, 2014, p. 686). This identification of limitations will aid future researchers in identifying gaps in the research topic as a whole and thus provide a basis for which future research topics can be generated.

### **Limitations of The Study**

Several limitations for the study were present. First, as stated in Chapter 4, there were not enough studies available on federal government and intergenerational mentoring. Second, an alternate search term for intergenerational references, generational diversity, was found during aggregating the research finding. The ability to use this term may have widened the results. Also, this research did not explore any differences in mentoring from a gender perspective. Additionally, the research did not focus on peer mentoring although depending on the definition of “peer,” some of the findings could be included while not specifically called out.

Another limitation is researcher bias. As a federal government manager/practitioner, the researcher was cognizant about the risk of pre-judging specific outcomes through that lens. Due to the limited number of search results, the research consideration area included non-federal government organizations. While not federal government agencies, the organizations were still bureaucratic in nature (e.g., education, health care, medical organizations). Additionally, there were a few comparable studies from outside of the United States. Also, the research included findings on negative mentoring intervention for transparency. Lastly, as the sole researcher, feedback was sought from mentors, doctoral cohort collaboration, and workplace professionals.

### **Areas For Future Research**

Areas for future research include the evaluation of actual media for e-mentoring (e.g., webinars, phone apps). Future research could investigate whether any measurable differences exist based on gender roles. As Generation Z enters the workforce, research on more evolved technology used for mentoring would be of interest (e.g., more use of computer and phone applications). Additionally, research on how culture embraces and engages Generation Z with other generations in the workforce to see if similar issues exist. Over the next five to ten years,

more studies from the federal government sector on the effects of mentoring would add to existing research from other employment sectors. Lastly, research on the future workforce would reveal if Howe and Strauss' generation cycle does repeat itself as the next generational cohort is born and generational cohort stereotyping continues.

### **Final Summary and Conclusion**

Mentoring is still relevant in the workplace. The benefits of organizational mentoring occur at three systematic levels: individual, program, and organization. The intergenerational workforce is not a new phenomenon. Part of the human lifecycle is to mature and be able to obtain work as a means for sustainment. As workers enter the workforce to begin their careers, they will age and retire, and a new generation will follow. Mentoring has changed from its traditional sense in that it is no longer about an older more experienced person imparting knowledge on a younger less experienced person. The millennials entering the workforce have leveled the criteria for serving as a mentor. The millennial cohort, growing up with technology at their fingertips, have made their adaption to new technology an affinity. As the world of work takes on more technology to process efficiency, millennials now possess expertise which they can share. Managers need to be able to leverage their workforce. Productivity should not slow down or come to a halt due to the baby boomers retiring. The time for managers to act is now. Transformational leaders will answer the sense of urgency and shift the organization's traditional thinking. As work systems evolve, so must our approach to managing people. Managers must provide a means for baby boomers to share that tacit knowledge before they retire, and the younger workers need to feel relevant and engaged. The mentoring strategy of reverse and online mentoring can be a vehicle to keep productivity during times of generation shift. One final thought: if the generational cycle repeats itself, how will mentoring change when Generation Z

starts to fill workplace and what challenges will arise when Generations X, Y, and Z are the only cohorts there?

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**Appendix A**

**Supporting Documentation for Chapter 3**

Table A1

*Available UMGC Research Databases*

<b>Database Name</b>
Academic OneFile
Academic Search Ultimate
America: History & Life
Biography in Context
Books24x7
Business Insights: Essentials
Business Source Complete
CINAHL Complete
Computer Science OneFile
Computers & Applied Sciences Complete
Criminal Justice Abstracts with Full Text
eBook Collection (EBSCOhost)
Education Research Complete
Emerald Insight
Environment Complete
ERIC
European Views of the Americas: 1493 to 1750
Funk & Wagnalls New World Encyclopedia
Gale eBooks
Global Issues in Context
GPO Monthly Catalog
GreenFILE
Health and Medicine OneFile
Health and Wellness (Gale)
Health Business Elite
Health Source - Consumer Edition
Health Source: Nursing/Academic Edition
Historical Abstracts
Hoover's (Company Profiles only)
JSTOR
LegalTrac OneFile
Library, Information Science & Technology Abstracts
Literature Resource Center
Litfinder

<b>Database Name</b>
MasterFILE Premier
MEDLINE
Mergent Online
Military & Government Collection
News OneFile
Nursing Reference Center Plus
OAlster
Opposing Viewpoints in Context
Oxford Reference
Oxford Scholarship Online
Political Science Complete
Primary Search
Professional Development Collection
Project Muse
PsycARTICLES
Psychology and Behavioral Sciences Collection
PsycINFO
Regional Business News
SAGE Knowledge: SAGE Reference eBook Collection
Science in Context
ScienceDirect
SocINDEX with Full Text
Teacher Reference Center
U.S. History in Context
World History in Context

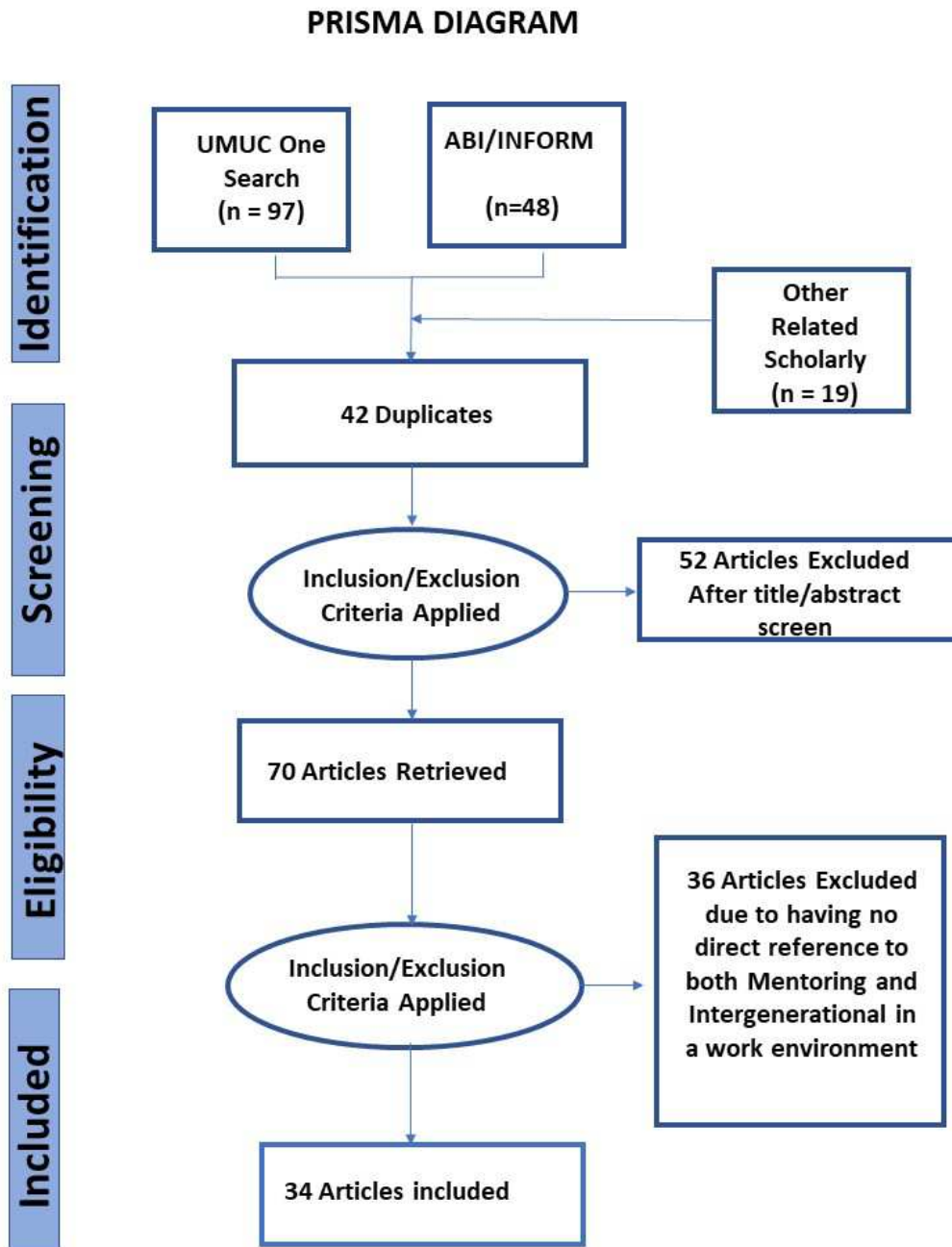


Figure A1. The preferred reporting items for systematic reviews and meta-analysis (PRISMA) diagram displaying the flow of search results from this dissertation’s systematic review. Adapted from “The Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA

Statement,” by Moher, Liberati, Tetzlaff, Altman, and The PRISMA Group (2009) under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. Creative Commons Attribution-ShareAlike 4.0 International, CC BY-SA 4.0, (<https://creativecommons.org/licenses/by-sa/4.0/legalcode>).

**Appendix B**

**Supporting Documentation for Chapter 4**

Table B1

*Quality Assessment Weight of Evidence (WoE) Rubric*

<b>Level</b>	<b>WoE A: Trustworthiness and rigor of results of study (methods quality)</b>	<b>WoE B: Appropriateness of study design for answering the research question (methods relevance)</b>	<b>WoE C: Appropriateness of evidence (findings) to answer research question (topic relevance)</b>
1 (Low)	Article does not clearly define study method and does not follow the systematic review process	Article method is not linked to study and does not use evidence to support claims	Article findings are not relevant to research question, no mentoring between at least two generations and does not occur in the U.S.
2 (Medium)	Article defines study method, follows the systematic review process, but is not peer reviewed	Article method is linked to study and uses a mixture of supported and non-supported evidence to support claims	Article findings are relevant to research question by focusing on mentoring between at least two generations employees, not in the US but is at bureaucracy.
3 (High)	Article clearly defines the study method; method is comprehensive and implemented with transparency, follows the systematic review process, and is peer reviewed	Article method is described and supported with evidence that is relevant to the claim and is supported by a mixed-methods approach (quantitative and qualitative)	Article findings are relevant to mentoring between at least two generations (BB-GenY, BB-GenX or GenX-GenY) and a US government workplace or other bureaucracy?

Table B2

*WOE Scoring Table*

<b>Score</b>	<b>Percentage</b>	<b>Rating</b>
9/9	100%	High
8/9	89%	High
7/9	78%	Med
6/9	67%	Med
5/9	56%	Low
4/9	45%	Low

3/9	34%	Low
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Table B3

*Quality Assessment Results*

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
Canada, US, Australia	Medical	Medical	Journal Article (Sys Rev)	Abdullah et al.	2014	Measuring the effectiveness of mentoring as knowledge transfer	3	3	3	100%	High
Various	13 out of 2101	Various	Journal Article (Sys Rev)	Gagliardi et al.	2014	Exploring a mentorship as a strategy to build capacity for knowledge translation research and practice: a scoping systematic review	3	3	3	100%	High
Australia	244/24	Educ	Journal Article (Quant)	Lambert, P., Marks, W., Elliott, V., & Johnston-Anderson, N.	2014	Generational change in Australian school leadership Collision path or smooth baton change?	3	3	3	100%	High
US	572 empl	Business	Journal Article (Quant)	Lee, Y., & Lee, J.	2017	A multi-level analysis of individual and organizational factors that influence the relationship between career development and job-performance improvement	3	3	3	100%	High
US	N/A	N/A	Journal Article (Sys Rev)	Dalal, R., & Akdere, M.	2014	Talent development: status quo and future directions	3	3	2	89%	High
US	UMGC	Various	Dissertation Thesis	Kentrus, R.	2017	Do mentoring programs really work	3	3	2	89%	High
Multi-Euro	HR Managers	Business	Journal Article (Case St)	Ropes, D.	2015	Addressing the challenges of an aging workforce: an intergenerational	3	3	2	89%	High

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
						learning toolkit					
Australia	Rail Org	Transport	Journal Article (Case St)	Short, T.	2014	Workplace mentoring: an old idea with new meaning (part 1)	2	3	3	89%	Med
Australia	Rail Org	Transport	Journal Article (Case St)	Short, T.	2014	Workplace mentoring: an old idea with new meaning (part 2)	2	3	3	89%	Med
US	Nursing	Med	Journal Article (Case St)	André, S.	2018	Embracing generational diversity: Reducing and managing workplace conflict	2	2	3	78%	Med
Poland	Business	Business	Journal Article (Quant)	Baran, M.	2014	Mutual Mentoring as a tool for managing employees of different generations in the enterprise	2	3	2	78%	Med
US	Occ Health	Med	Journal Article (Sys Rev)	Dickson, J.	2015	Supporting a Generationally Diverse Workforce: Considerations for Aging Providers in the US Healthcare System	2	2	3	78%	Med
US	UMGC	Business	Dissertation Thesis	Harrison, A.	2015	Millennial Leadership Development	2	3	2	78%	Med
US	Army	Mil	Trade Journal (Qualit)	Kirklín, R.	2015	Identifying and Retaining the Army's Best Midgrade Officers	2	2	3	78%	Med
Australia	Public Health Workers	Medical	Journal Article (Qualit)	O'Connell, E., Stoneham, M., & Saunders, J.	2016	Planning for the next generation of public health advocates: evaluation of an online advocacy mentoring program	2	3	2	78%	Med
UK	Business	Business	Journal Article (Qualit)	Rowe et al,	2017	The challenges of managing degree apprentices in the workplace: A manager's	2	3	2	78%	Med

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
						perspective					
US	Nursing	Med	Journal Article (Quant)	Wieck, K. et al.	2009	What Nurses Want: The Nurse Incentives Project	2	2	3	78%	Med
US	Pharmacy	Educ	Journal Article (Qualit)	Desselle, S. et al.	2011	Pharmacy Faculty Workplace Issues: Findings From the 2009-2010 COD-COF Joint Task Force on Faculty Workforce	1	2	3	67%	Med
US	Managers	Business	Journal Article (Quant)	Donohue, M.	2016	The Death Of High Performance Programs: Transferring Knowledge In The New Millennial	2	2	2	67%	Med
US	Nursing	Med	Trade Journal (Case St)	Funari et al.	2015	Build High-Performing Military Nurse Leaders Through Coaching, Sponsorship, and Engagement.	1	2	3	67%	Med
US	HR	Business	Journal Article (Qualit)	Harrington & Arnold	2010	Mentoring: A Tool To Improve Cross-Generational Employee Engagement	2	2	2	67%	Med
Australia	Railroad	Business	Trade Journal (Qualit)	McCrinkle, M.	2010	Generation Y at work -- Part 1: a snapshot of emerging trends	2	2	2	67%	Med
Australia	Railroad	Business	Trade Journal (Qualit)	McCrinkle, M.	2010	Generation Y at work -- Part 2: a snapshot of emerging trends	2	2	2	67%	Med
US	Nursing	Med	Journal Article (Case St)	Moore, J. et al.	2016	Multigenerational Challenges: Team-Building for Positive Clinical Workforce Outcomes	1	2	3	67%	Med
US	Banking	Managers	Dissertation Thesis	Morton, K.	2016	Exploring Bank Managers' Strategies for Developing Millennials for Leadership Roles in Commercial	2	2	2	67%	Med

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
						Banks					
US	Librarians	Educ	Journal Article (Case St)	Ross, K.	2013	Purposeful Mentoring in Academic Libraries	2	2	2	67%	Med
US	Nurses	Med	Journal Article (Quant)	Tiew, L.	2017	Graduate nurses' evaluation of mentorship: Development of a new tool	2	2	2	67%	Med
US	Leadership Dev Prog Participants	Various	Journal Article (Qualit)	Urick, M.	2016	Adapting training to meet the preferred learning styles of different generations	2	2	2	67%	Med
UK	Nurses Midwives	Med	Journal Article (Quant)	Foster, S.	2015	Bridging the generation gap to aid recruitment and retention	1	2	2	56%	Med
US	Credit Unions	Banking	Trade Journal (Case St)	Giovanni, M.	2011	Mentorships Key to Retaining Gen Y Staffers	1	2	2	56%	Med
US	National Assoc of Personal Finance Advisors	Finance	Trade Journal (Qualit)	Grant, D.	2013	Bringing On Gen Y: Younger planners have their own priorities. If you're investing in their professional development, consider these ideas to ensure they will stick around	1	2	2	56%	Med
US	Business	Business	Journal Article (Quant)	Hechl, C.	2017	Affective Commitment to Organizations: A Comparison Study of Reverse Mentoring Versus Traditional Mentoring Among Millennials	1	3	1	56%	Med
US	Various Business	Educ	Trade Journal (Qualit)	Nekuda, J.	2012	What Millennials Want as the Job Market Gains Momentum	1	2	2	56%	Med
US	Teachers	Educ	Journal Article	Richardson, J.	2011	Tune in to What the New	1	2	2	56%	Med

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
						Generation of Teachers Can Do					
US	Nursing	Med		Fessele, K.	2009	Nursing through the ages: benefits of a generationally diverse staff mix	1	1	2	44%	Low
US	Teachers	Educ	Trade Journal	Abrams, J.	2018	What matters to Millennial Teachers? A guide to inspiring, supporting, and retaining the newest generation of educators	1	1	2	44%	Low
US	IT	Business	Trade Journal	Cran, C.	2019	Reverse mentoring by Millennials	1	1	2	44%	Low
Australia	Nursing	Med	Journal Article	Nelsey, L. & Brownie, S.	2011	Effective leadership, teamwork and mentoring- Essential elements in promoting generational cohesion in the nursing workforce and retaining nurses	1	1	2	44%	Low
US	Educ	Educ	Journal Article (Concept)	Sprinke, T. & Urick, M.	2018	Three generational issues in organizational learning: Knowledge management, perspectives on training and “low stakes” development	1	1	2	44%	Low
US	HR	Business	Trade Article	Blevins, J.	2010	Changing Perceptions: Multi-Generational Workforce Offers More Opportunity than Challenge	1	1	2	44%	Low
US	Business	Business	Thesis	D'Angelo, J.	2016	Arizona Region Small Business	1	2	1	44%	Low

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
						Innovations Driven by the Influx of Millennial Employees					
US	Autoparts	Business	Journal Article	McCarron, K.	2012	Translating/transcending generation gaps	1	2	1	44%	Low
US	Various	Business	Journal Article	Orrell, L.	2009	In economic crisis, think next generation	1	2	1	44%	Low
US	Mechanics	Business	Conference Proceedings	Wright, S.	2012	Fleet conference panel: Skilled mechanics in demand	1	2	1	44%	Low
US	Business	Business	Generic	Y Magazine	2019	Millennial Employees Cite Lack Of Mentorship As Prime Reason To Quit Their Jobs	1	2	1	44%	Low
US	Insurance	Business	Journal Article	Allison, K. et al.	2014	Q&A.	1	1	1	33%	Low
US	Logistics	Business	Trade Article	Bloomberg Media	2014	Prepare for the New Professionals	1	1	1	33%	Low
US	Baby Boomers and Traditionalists	Business	News Article	BNP News Media	2009	Senate Passes Critical Part of Economic Recovery	1	1	1	33%	Low
US	HR	Business	Journal Article	Brady, D.	2014	The Bottom-Line Reasons for Mixing the Young and Old at Work	1	1	1	33%	Low
Global	PR & Marketing	Business	Journal Article	Clarke, A.	2018	Who influences the influencers? Cultivate your relationships with care and you could provide the critical link for authentic client connections: Pitch Witch	1	1	1	33%	Low
US	Health Advisory News	Medical	Generic	Company, The Advisory Board	2018	At this hospital, the millennial is the mentor	1	1	1	33%	Low
US	HR	Business	Trade Article	Dandrea, J.	2013	Fresh faces	1	1	1	33%	Low
US	PR Assoc	Public	Generic	Elsasser, J.	2017	A New Strategic	1	1	1	33%	Low

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
		Relations				Vision					
US	Lawyers	Legal	Journal Article	Essandoh, V.	2011	Generation Y and the Law	1	1	1	33%	Low
US	Finance Employees	Business	Newspaper Article	Glazier, K.	2016	How Millennials Feel About Public Finance Careers	1	1	1	33%	
US	Business	Business	Journal Article	Gurchiek, K.	2014	Companies Lure Millennials with Zombies, Wine Bars, Mentors	1	1	1	33%	Low
US	CPAs	Business	Trade Article	Institute of Management and Administration	2009	Succeed in Difficult Times With Agile and Strategic Leadership: The Monthly Update for CPA Firm Owners The Monthly Update for CPA Firm Owners	1	1	1	33%	Low
US	Business	Business	Journal Article	Kantor, J.	2016	Want to keep your millennials? Mentor them	1	1	1	33%	Low
US	SHRM	Business	Journal Article	Moss, D.	2017	5 Generations + 7 Values = Endless Opportunities	1	1	1	33%	Low
US	Engineers	Business	Trade Article	Newberry, W.	2014	Where are the engineers?: Pulp & paper international	1	1	1	33%	Low
US	Business	Business	Journal Article	Romney, L.	2016	IN GOOD Company	1	1	1	33%	Low
US	Business	Business	Journal Article	Rozgus, A.	2013	Age with dignity—and a protégé	1	1	1	33%	Low
US	Construction	Business	Trade Article	Saschse Construction Development Co. LLC	2017	Sachse Construction: Millennials mentor baby boomer generation	1	1	1	33%	Low
US	Business	Business	Journal Article	Schiemann, W.	2017	Why Your Best Talent is Leaving and Four Ways to Win Them Back	1	1	1	33%	Low
US	Business	Business	Journal Article	Smith-Trudeau, P.	2014	Will You Be My Nurse Mentor?	1	1	1	33%	Low
US	Business	Business	Journal Article	Sweeney, C.	2017	Culture critical for employee retention	1	1	1	33%	Low

Country	Population	Community	Type	Author(s)	Year	Title	WoE A: Score	WoE B: Score	WoE C: Score	WoE D: Combined	Quality Rating
US	Consultants	Business	Trade Article	Trend Magazine	2016	TREND #4: Get Ready for Gen Z Workers	1	1	1	33%	Low
US	Lawyers	Business	Trade Article	Utah State Bar	2014	Give up trying to Manage Millennials - Work them instead	1	1	1	33%	Low
US	Finance	Business	Journal Article	Willis, Bill	2014	Talking 'Bout a New Generation: To engage Millennials, firms must step outside their comfort zones	1	1	1	33%	Low
US	Business	Business	Trade Article	BNA, Bloomberg	2010	Share Baby Boomers' Knowledge with Intergenerational Mentoring	1	1	1	33%	Low

Table B4

*Research by Author and Theme Contribution*

<b>Citation</b>	<b>Individual</b>	<b>Program</b>	<b>Organization</b>
Abdullah et al. (2014)		•	
André (2018)	•		•
Baran (2014)	•		•
Dalal & Akdere (2018)	•	•	•
Desselle et al. (2009)	•	•	
Dickson (2015)			•
Donohue (2016)			•
Foster (2015)			•
Funari et al. (2015)		•	•
Gagliardi et al. (2014)		•	
Giovanni (2011)	•		•
Grant (2013)	•		
Harrington & Arnold (2010)		•	
Harrison (2015)	•		•
Hechl (2017)			•
Kentrus (2015)		•	•
Kirclin (2017)		•	•
Lambert et al. (2014)			•
Lee & Lee (2018)	•		
McCrinkle (2010) (pt 1)			•
McCrinkle (2010) (pt 2)	•		
Moore et al. (2016)			•
Morton (2016)	•		•
Nekuda (2012)			•
O'Connell et al. (2016)		•	•
Richardson (2011)	•		
Ropes (2015)			•
Rowe et al. (2017)			•
Short (2014) (pt 1)	•	•	•
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Tiew et al. (2017)	•		•
Urick (2016)			•
Wieck et al. (2009)		•	

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