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THE DOCTORAL MENTORING RELATIONSHIP: THE PHENOMENOLOGY OF SCHOLARLY LEADERSHIP

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ABSTRACT

Aim/Purpose	Much has been written in academia about the meaningful relationship between doctoral students and their respective dissertation chairs. However, an often-overlooked benefit of the dissertation research process as a whole is its potential to professionally and personally transform the capacities of all concerned – the doctoral candidate, mentor/major professor, and committee.
Background	From the exclusive perspective of the doctoral Chair/mentor, this qualitative study explores the potentially transformative power of the dissertation process as it relates to scholarly leadership.
Methodology	In order to most accurately address the study's research questions and to best capture the lived experiences of 4 purposefully selected doctoral chairs, each with varying degrees of dissertation guidance experience, the study was intentionally designed to leverage the phenomenological method. Data was collected through a series of in-person and phone interviews (each co-researcher was interviewed 3 times) and subsequently coded to determine emerging themes and categories relative to the co-researchers' lived experiences as doctoral mentors.
Contribution	Specific findings about what scholarly leadership means relative to doctoral student/mentor interactions, including how this pivotal relationship can be enhanced, support and contribute to current global higher education literature calling for increased understanding of and accountability within doctoral education as a whole. Such will further inform and enhance current mentoring best practices of graduate and undergraduate students alike.
Findings	As a rich experiential education and learning opportunity, the essence of *scholarly leadership* features four essential elements: acting with *authenticity*, *facilitating* growth or change, holding *vision*, and acknowledging *deficiency*.
Recommendations for Practitioners	It is recommended that practitioners of doctoral education, particularly at the dissertation Chair/mentor level, as well as institutionally, first genuinely value the results of this study, and, in turn, authentically and consistently implement such best practices in order to meaningfully enhance the quality of the overall doctoral experience.

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Recommendation for Researchers	Implicit below
Impact on Society	Implementation of the study's findings likewise has the potential to positively actualize the lives of doctoral mentors/major professors in their roles as educators, scholars, and life-long learners.
Future Research	Further research is necessary to determine the relationship between scholarly research and each of its attendant essential elements: authenticity, facilitative behavior, vision, and deficiency.
Keywords	doctoral education, PhD supervision, scholarly leadership, mentorship, experiential learning

INTRODUCTION AND REVIEW OF LITERATURE

For nearly 150 years, the United States has continued its rich tradition of doctoral education; the formal establishment is generally associated with the founding of Johns Hopkins University in 1876 (Nerad, 2007). During the past decade and more, providers of higher education, in particular graduate degree-granting institutions, are increasingly being placed under the accountability lens. Significant to this study, doctoral education has been found wanting in several areas, including time-to-degree, attrition rates, scarcity of doctoral completion data and doctoral placement records (Nerad, 2008; Council of Graduate Schools, 2011; Ph.D. Completion Project, 2010; Walker 2008). Peering critically into the United States' doctorate, and following five years of research, *The Responsive Ph.D.: Innovations in U.S. Doctoral Education* (Woodrow Wilson National Fellowship Foundation, 2005) addressed many of the deficiencies noted above, among others. This best practices report was intended to be "especially direct and usable" regarding "innovations that would affect the real lives of students and faculty" (p. 3). Four essential recommendations for improvements emerged from the 20 participating graduate schools, namely "emphasizing interdisciplinary scholarship; preparation for work in a range of academic and nonacademic settings; better recruitment/retention of doctoral students of color; and dynamic connections between Ph.D. programs and the broader society".

Likewise, *The Formation of Scholars: Rethinking Doctoral education for the Twenty-first Century* (Walker, Golde, Jones, Bueschel, & Hutchings, 2008) considers needed improvements in doctoral education; this call-to-action research "is less about particular innovations than about commitment to the ongoing process of improvement" (p. 8). Emphasized is the need to deliberate about the doctorate's purpose, ask questions about its effectiveness, reconsider the apprenticeship relationship between student and faculty, and create healthy intellectual communities. Bok's (2013) *Higher Education in America* refers to similar deficiencies noted above as problems that "seem especially serious" (p. 231), given that "PhD programs are by far the leading source of new faculty members. As a result, the training they provide has important effects on the performances of colleges and universities and hence deserves careful scrutiny in any study of the problems and future needs of American higher education" (p. 225).

On a broader scope, research by the Council of Graduate Schools (2015) represents one of the first steps to improve the overall quality of doctoral programs by seeking to first understand the long-term career paths engaged in by PhDs in Canada and the US. Gokhbert, Shmatko, and Auriol (2016) similarly examine the global labor market's ever-changing landscape, particularly in the fields of science and technology, including its affects on training and employment opportunities of doctorate holders. Considered are nine types of doctorates intended to meet current and future market needs. Furthermore, a new report by the European University Association (EUA) (2017) specifically addresses four European Commission priorities to improve the quality of higher education among 800 universities in 47 European countries. These priorities include the following: "Tackling (future) skills mismatches and promoting excellence in skills development, building inclusive and connected higher education systems, ensuring higher education institutions contribute to innovation, and supporting

effective and efficient higher education systems" (p. 1). Providing even greater international perspective on doctoral education is the work of Powell and Green (2007), and Nerad and Heggelund (2011). From Scandinavia to Australia, the Far East to the Americas, and from the collaborative research of more than fifteen participating countries, both books discuss parallel concerns about the delivery of doctoral education. These include time to degree, attrition rates, degree financing, real-life research practice, mentoring, economic outcomes, and global competition, among others.

Equally important for this study is the highly significant relationship between doctoral students and their dissertation chairs, frequently referred to as the advisee-advisor or protégé-mentor relationship, and the apprenticeship association (Barnes, 2005; Barnes & Austin, 2009; Dixon-Reeves, 2003; Foss & Foss, 2008; Golde, & Dore, 2001; Patel, 2017; Walker et al., 2008). Still others, such as management educators, have explored and deepened our understanding of what occurs "between the what and the how of doctoral supervision" (Wright, Murray, & Geale, 2007). Creighton, Creighton, and Parks (2010) contend that the student-faculty mentoring relationship is the most significant factor in predicting degree completion. From the perspective of online faculty, Nieto's (2016) work reveals essential characteristics for mentoring doctoral dissertations across professional, psychosocial, and career domains. However, an often-overlooked benefit of the dissertation research journey as a whole is its potential to professionally and personally transform the capacities of all concerned – the doctoral candidate, mentor/major professor, and committee. Such "changes in judgments, feelings, knowledge, or skills" (Chickering, 1976, p. 63) lead to the dissertation process becoming a developmental and educational leadership event.

Thus, based on the premise that the dissertation process is a potentially fertile experiential education and learning opportunity for the doctoral candidate, Chair, and committee, the purpose of this qualitative phenomenological study was to explore and describe the essence of the scholarly leadership experience, through the lens of experiential learning, and within the context of the doctoral mentoring relationship. The following research questions were addressed:

1) What is the experience of scholarly leadership for seasoned, successful doctoral mentors?

2) How does our understanding of the mentoring relationship contribute to the development of doctoral mentors as scholarly leaders?

The National Leadership Educational Research Agenda (NLERA) defines leadership education as the "pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational contexts" (Andenoro et al., 2013). McCaslin's (2016a) recent research builds on this concept. In his discussion of James MacGregor Burns' (1978) transformational leadership, which "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20), McCaslin notes, "As a result of these transformative intentions, the tentacles of leadership education hold the potential to penetrate deeply into the fabric of society through its products. Foremost among these products are effective learning, with leaders holding transformative intentions, and resulting in increased efforts to build human capacity and actualize human potential."

In part, these discussion points are expressed in Figure 1, where one envisions the relationship between transformational leadership—and, by extension, professional development, transformative learning, and the life-changing power of experiential learning, particularly as it relates to the scholarly leader's "changes in judgments, feelings, knowledge, or skills." Such a relationship is of interest in the field of scholarly leadership, especially for providers and recipients of doctoral education. Dinhs' et. al. (2014) research on current theoretical leadership trends for the new millennium confirms an ever-growing interest in and implementation of, for example, the broader leadership categories of 'Neo-charismatic' theories (i.e., transformational and visionary leadership), 'Information processing' theories (i.e., attribution, and leader and follower cognition), and 'Dispositional/trait' theories (i.e., managerial traits and leader motive profile (LMP)), among others. Returning to Figure 1, one sees how

scholarly leadership, as a field of study or theory, is therefore intentionally situated at the intersection of the four interrelated domains. Next, attention is given to scholarly leadership as a particularly active and facilitative state of being, that when practiced will enrich the lives of doctoral educators on several levels.

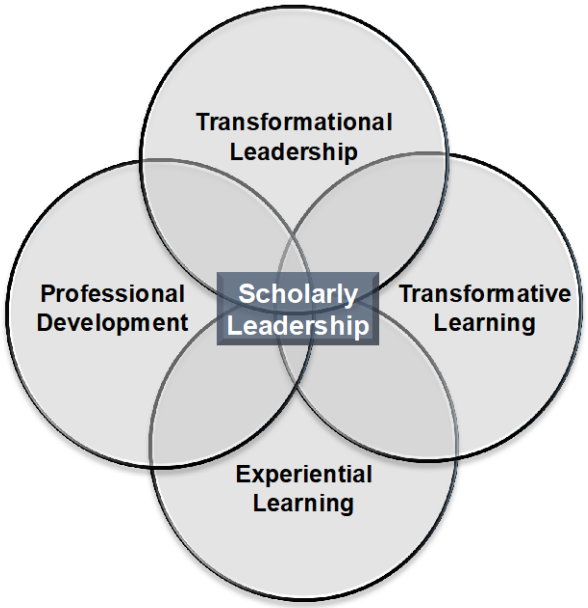

Figure 1. Scholarly leadership at the intersection of disciplines

THEORETICAL REVIEW

SCHOLARLY LEADERSHIP

"It's not just about the knowledge!" remarked one major professor/mentor when asked about the nature of scholarly leadership. Indeed, beyond the acquisition of knowledge, timely and relevant questions that could and should be asked of doctoral/higher education might include the following: What does it really mean to be a leader in today's competitive realm of doctoral/higher education? How is scholarly leadership demonstrated? How might scholarly leadership enhance or promote individual and collective professional development? One may begin with the "part" or the "whole" in a form of "guided and interactive introspection" (Rothman, 1996, p. 346), or reflexive dialogue, concerning the relational and experiential learning opportunities within the dissertation process, as it relates to scholarly leadership. In the end, however, this dialogue is optimally aimed at a deeper understanding of the Chair/mentor's self and the formation of meaning and purpose while mentoring doctoral candidates. Moreover, according to Rost (1991), leadership is thought to be "an influence relationship among leaders and followers," and, in this particular case, between doctoral mentors and their doctoral candidates, "who intend real changes that reflect their mutual purpose" (p. 102).

The immediate and practical problem addressed by this paper is an incomplete awareness, among doctoral Chairs/mentors, of the transformative aspects of this influence relationship for both the mentor and the candidate, which too often leaves underleveraged the full extension of this association towards an established common purpose. The aim of this reflexive dialogue, therefore, is to consider doctoral mentoring as a facilitative relationship. To that end, and according to McCaslin (2016b), scholarly leadership is operationally defined as a "potentiating relationship, among experienced and aspiring Scholars/Practitioners/Leaders that imbues the critical importance of planning,

preparing and producing publishable and presentable research findings towards the advancement of the professional life and the culture of scholarship."

Experiential Learning

For more than a century, much of higher education's implementation of experiential learning theory can be directly attributed to at least four influential educators, each of whom believed that an individual's experience was foundational to their learning (Dewey, 1938; Knowles, 1980; Lindeman, 1926; Rogers, 1983). As an educational philosophy, experiential learning is based on Dewey's (1938) "theory of experience," which he proposed would aid adult educators in more fully understanding the nature of human experience through the essential principles of continuity and interaction. "In their active union with each other," said Dewey, "[continuity and interaction] each provide the measure of the educative significance and value of an experience" (p. 45). Regarding the scholarly leader/learner, Lindeman (1926) taught that ". . . the resource of highest value in adult education is the *learner's* experience" (p. 9). More directly, "adult education is a process through which learners become aware of significant experiences, [which] leads to evaluation. Meanings accompany experience when we know what is happening and what importance the event includes for our personalities" (p. 169). For Knowles (1980), experiential learning likewise entails an interaction. "The quality and amount of learning is . . . clearly influenced by the quality and amount of interaction between the learners and their environment and the educative potency of the environment" (p. 56).

MacKeracher (2004) builds on their collective work, describing learning in adult higher education as a "process of making sense of life's experiences and giving meaning to whatever 'sense' is made" (p. 7), while Kolb (1984) understands learning to be "the process whereby knowledge is created through the transformation of experience" (p. 38). More specifically, the research of Hickcox (2002) and Kolb and Kolb (2005) supports increased implementation of experiential learning principles in higher education curriculum, even in the dissertation process, for example. In sum, and in terms of the doctoral mentoring relationship, the value or quality of a particular experience had by the Chair/mentor can be weighed by the effect that experience has on his/her present and future life. Without question, this was the case for each of the four co-researchers interviewed by the primary researcher for this study. As will be demonstrated through their unique experiences and voices, the value or quality of their doctoral mentoring experiences varied; as individuals, their lives have been affected differently. While most were positively influenced in their roles as scholarly leaders, the mentoring experiences for some were not so genuinely or equally educative. For this study, experiential learning is operationally defined as "changes in judgments, feelings, knowledge, or skills [that] result for a particular person from living through an event or events" (Chickering, 1976, p. 63).

Research Methodology

Introduction

Two fundamental models generally pervade today's educational research: quantitative and qualitative. For this study, and to best address the specific research questions previously outlined, the qualitative tradition was selected, for its "researchers rely on a few cases and many variables," as opposed to "quantitative researchers work[ing] with a few variables and many cases" (Creswell, 1998, pp. 15-16). Further differentiating qualitative research from its qualitative counterpart, Denzin and Lincoln (2003) make the following observation:

> [Qualitative research is a] situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world . . . into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to self . . . qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (pp. 4-5)

Creswell (2003) adds that the variety of specific data collections methods specified above are "interactive and humanistic, and are essential ingredients for the qualitative researcher who "look[s] for involvement [rather than detachment] of their participants . . . and seek[s] to build rapport and credibility with the individuals in the study" (p. 181). Polkinghorne (1989) further argues that "in the broad context of research strategies, *qualitative* is identified with a commitment to the logic of natural language as the preferred form for understanding human affairs. Qualitative research uses natural language descriptions (for example, unstructured interviews) for its data and usually presents its results in natural language" (p. 45). In sum, the qualitative researcher aims to purposefully "explore a social or human problem . . . build[ing] a complex, holistic picture" of the phenomenon being researched (Creswell, 1998, p. 15).

To most effectively address the research questions introduced above, this qualitative study was designed within the parameters of phenomenology. The phenomenological psychology perspective, asserts Polkinghorne (1989), is one that "acknowledges the reality of the realm of meaningful experience as the fundamental locus of knowledge. It differs from mainstream psychology by holding that human behavior is an expression of meaningful experience rather than a mechanically learned response to stimuli" (p. 43). Creswell (1998) teaches that a phenomenological study "describes the meaning of the lived experiences for several individuals about a concept or a phenomenon" (p. 51). Moreover, "the aim [of any phenomenological study]," Moustakas (1994) reaffirms, "is to determine what an experience *means* for the persons who have had the experience and are able to provide a comprehensive description of it. From the individual descriptions general or universal meanings are derived, in other words the essences or structures of the experience" (emphasis added; p. 13). Thus, the phenomenological method allowed me to discover those meaningful, lived experiences shared by my co-researchers who have had considerable experience in the hands-on practice of doctoral chairing/mentoring.

While various research methods and techniques fall under the greater umbrella of phenomenological research, four core characterists are common across all of its research variations. Giorgi (1985, as cited in Wertz, 2005) summarizes: The research is "descriptive, uses phenomenological reduction [or bracketing], investigates the intentional relationship between persons and situations, and provides knowledge of psychological essences (that is, structures of meaning immanent in human experience) through imaginative variation" (p. 170). For this study, phenomenology was purposefully chosen as the research method because it allowed the primary researcher to focus specifically on the rich descriptions of lived experiences and meanings of the research participants, as well as on the intentional relationships experienced between themselves and their dissertation students. Utilizing phenomenological protocol also afforded the primary researcher freedom or subjectivity to "go beyond surface expressions or explicit meanings, through the reflective analysis of concrete descriptions of lived situations, to 'read between the lines' so as to access implicit dimensions and intuitions" (Finlay, 2009, p. 11). In addition, the crucial need for the primary researcher to be completely open to whatever data consequently emerged during the course of the study, of attempting to see doctoral education, particularly the student/major professor relationship, with fresh, new eyes, is described as the required "phenomenological attitude." Furthermore, the primary researcher did his best to adhere to this process, described by Finlay as "disciplined naïveté, bridled dwelling, disinterested attentiveness, and/or the process of retaining an empathetic wonderment in the face of the world" (p. 12).

Limitations

Potential limitations for the study include the fact that the four research particiants represent three higher education institutions, each of which is based in the USA; two of the institutions are for-profit online universities, while the third is a land-grant research university. As such, this study may have a more limited, although likely still valuable, application to the global doctorate. And while none of the participants is or has been a doctoral professor/mentor during their primary professional careers, two individuals retired from their initial careers in industry management and began second ca-

reers as full-time higher educators/doctoral mentors. Another potential limitation is that rather than choosing to use data coding software, the primary researcher elected to employ an informal method of semanatic analysis with which he is familiar and has used in previous research studies.

Data Collection Procedures

A defining characteristic of qualitative research is its unique sampling approach. While quantitative methods typically depend on larger samples selected randomly and whose purpose is generalization from the samples to larger populations, the reasoning and potential power behind qualitative sampling differs considerably. Patton (1990) describes qualitative inquiry as that which

> typically focuses in depth on relatively small samples, even single cases (n =1), selected *purposefully* . . . The logic and power of purposeful sampling lies in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. . . . (p. 169)

In addition, Polkinghorne (1989) explains that each co-researcher, or *informant* as he puts it, can only function if they are capable of "providing rich descriptions of the experience being investigated" (p. 47). van Kaam's (1969) work further defined potential research participants' skill criteria deemed necessary for inclusion in a phenomenological inquiry:

> (a) the ability to express themselves linguistically with relative ease, (b) the ability to sense and to express inner feelings and emotions without shame and inhibition, (c) the ability to sense and express the organic experiences that accompany these feelings, (d) the experience of the situation under investigation at a relatively recent date, (e) a spontaneous interest in their experience, and (f) the ability to report or write what was going on within themselves. (as cited in Polkinghorne, pp. 47-48)

While the study's participants represent only three for-profit, online universities, and one land-grant research institution, the primary researcher purposefully selected Jayhawk, Pete, Marcia, and Dorit, following initial consulations, precisely *because* of the strong reassurance he experienced that each individual adequately met van Kaam's above criteria. Expectedly, the primary researcher soon realized during the course of the first of three interview sessions that each research participant was more than able "to sense and express inner feelings and emotions . . . to sense and express the organic [or lived] experiences that accompany these feelings."

Adhering to prescribed phenomenological procedures (Colaizzi, 1978, Giorgi, 1985, Moustakas, 1994), data was gathered, chiefly via a series of conversational or dialogic interviews. In turn, data was analyzed applying an informal method of semantic analysis, concisely described in the following section, to determine emerging themes relative to the co-researchers' lived experiences as doctoral chairs/mentors. All were interviewed on three different occasions following a series of questions generated by the primary researcher; each "session" focused on a particular phase of the participant's distinctive life and educational experiences. More specifically, Session #1 sought to value each participant's past, particularly their educational and life influences, while Session #2 captured their current, as well as past, experiences chairing dissertations. The final interview, Session #3, of most relevance to the present article, centered on gathering characteristics of scholarly leadership, based on each co-researcher's doctoral chairing/mentoring experiences. The protocol for this third interview, including questions asked, is found in Appendix A.

The primary researcher enjoyed face-to-face interviews with Jayhawk in his beautiful new arts and craft-style home. For Pete, Marcia, and Dorit, on the other hand, their experiences where shared via phone conversations. Moreover, the primary researcher's initial feeling was that the more personalized encounters with Jayhawk would produce deeper content and, therefore, more profound results. Such may have proved true, at least to some extent. However, at the conclusion of the second session with Dorit, and after the primary researcher had expressed feelings of perhaps undervaluing the

potential power of dialogic interviews, particularly those not conducted face-to-face, she insightfully reflected:

> The interview has been instrumental for me as well to think about things or to reflect in ways that I might not have before. And your presence, even though you are not in the room, I really feel your presence . . . I will tell you what I think is happening, and you're doing that as part of your style as an interviewer: you're reflecting back and mirroring back what you've heard, not only a few minutes earlier, but [you are also] making connections to prior transcripts so to speak. And by me listening to that and then responding, I have the opportunity to reflect in ways that I might have done in writing. So I would say that your presence there was in the "transcript" so to speak. Your voice becomes that transcript and you're doing a good job because I have good recollection of what I say or don't say, and everything you've reflected back, either from memory or notes, you've done very accurately.

Indeed, Dorit's response confirmed the beneficial nature of the deliberate open-ended, conversational or dialogic approach sought for with each co-researcher, in each interview session. The purposeful act of dialogic interviewing to collect data for this study, with allowances for participants' self-reflexivity throughout the natural flow of the sessions, reinforced a recent study (Way, Zwier, & Tracy, 2015) concerning its potential transformative nature in the field of qualitative inquiry. The authors note that such a dialogic approach serves to "acknowledge participants as agents of change . . . as a way of transforming the focus of the interview to one of shared meaning creation . . . [while] encourag[ing] perspective-taking and non-judgmental engagement to achieve a deep understanding" (p. 721). In the end, this dialogic approach allowed the co-researchers and primary researcher alike "to suspend assumptions about the world, open [our]selves to new viewpoints, and abandon a win-lose perspective . . . Participants were met by kindness and acceptance, enabling them to let down their defenses and listen to *themselves*. This self-talk and self-questioning, in turn, can lead to transformations in sedimented transcripts or beliefs" (p. 722).

Data Analysis

Once the interviewing was completed and corresponding detailed transcriptions produced, a process spanning nearly eight months, the primary researcher conscientiously adhered to a combination of procedural steps recommended by Colaizzi (1978) and Giorgi (1985) for the coding of the more than 30 single-spaced pages of textual data. The suggested steps are summarized as follows:

(1) The primary researcher carefully reads all of the subject's or co-searcher's descriptions, or individual interview transcriptions—termed *protocols* by Colaizzi—in order to "acquire a feeling for them, a making sense out of them" (Colaizzi, 1978, p. 59).

(2) Once a general feeling for the description or protocol is clearly grasped, the researcher returns again and re-reads the text with the "specific aim of discriminating 'meaning units'" (Giorgi, 1985, p. 10) or of "extracting significant statements" (Colaizzi, 1978, p. 59). This step must necessarily be an intuitive experience for the primary researcher, for, as Giorgi describes, "the meaning unit discriminations are noted . . . whenever the researcher, upon rereading the text, becomes aware of a *change of meaning* of the situation for the subject that appears to be psychologically [i.e. emotionally, personally, spiritually, or experientially] sensitive" (emphasis added; p. 11).

(3) Next, after each "meaning unit" or "significant statement" has been extracted, the primary researcher undergoes a further perceptive, natural process described by Giorgi (1985) as "reflection and imaginative variation" (p. 17) or, as Colaizzi (1978) describes, "formulating meanings. . . [or] creative insight" (p. 59). Here, through careful and conscientious paraphrasing, the researcher "must leap from what his subjects say to what they mean . . . go[ing] beyond what is given in the original data and at the same time, stay with it. He must not formulate meanings which have no connections with the data. . . ." (Colaizzi, p. 59) These transformations must further adhere to and place emphasis on

the phenomenon being investigated (Giorgi, p. 17), the essence of scholarly leadership in the present study.

(4) From the collective "formulated meanings" arrived at in the previous step, clusters of themes or patterns are created, as the primary researcher attempts "to allow for the emergence of themes which are common to all of the subjects' "protocols" (Colaizzi, p. 59) discussed in Step 1.

(5) Finally, from a synthesis of all the results obtained from Steps 1-4, the researcher creates an "exhaustive description" (Colaizzi, p. 61) or a "consistent statement of the structure of learning" (Giorgi, p. 19) exclusive to the co-researchers' experience with the phenomenon being researched. Here, there is freedom to express the findings in a variety of ways.

Ultimately, a synthesis of Colaizzi/Giorgi-prescribed steps allowed for an unbiased emergence of the essential themes and elements of scholarly leadership as experienced from the perspective of four seasoned doctoral mentors/dissertation Chairs; Appendix B illustrates this coding process and results. In order to maintain the original language and character of each co-researcher, the meaning units or significant statements are verbatim extracts drawn from our series of informal conversations. The primary researcher then attached his own meaning to these extracts, endeavoring to remain true to their orginal statements while also interpreting such in a useful manner. The results of this informal method of semantic analysis are the essential elements of scholarly leadership, shown in the far-right column of Appendix B.

PARTICIPANTS

Through the primary researcher's professional contacts, and at the suggestion of fellow higher education colleagues, four seasoned, successful doctoral mentors/major professors were purposefully selected to participate as co-researchers. After interviewing each person three times over the course of several months, appreciation grew for their individual and collective breadth of experience and expertise in mentoring their students along the dissertation path. Table 1 provides a general introduction to each participant.

Table 1. Meeting the Research Participants

Participant	Age	Gender	Highest Degree Held	Primary Career	Career Doctoral Professor	Faculty Status	Institution Type	Program Type & Discipline	Program Format
Jayhawk	71	M	Ph.D.	Technical Program Manager	Yes; as second career	Retired; Non-tenured professor	Research based	Ph.D./Adult Education	Traditional Residency in-person
Pete	58	M	Ph.D.	Attorney	No	Adjunct professor	For-profit	Ph.D./ Psychology	Online
Marcia	71	F	DBA	Retired Business Manager; Now full-time Doctoral Mentor	Yes; as second career	Non-tenured professor	For-profit	DBA, DM/ Business Management	Online
Dorit	51	F	Ph.D.	Art Therapist	No	Adjunct professor	For-profit	Ph.D./ Psychology	Online

At this point, a natural connection seems apparent with Abraham Maslow's (1971) work on human nature. "On the whole . . . ," he stated, "I think it is fair to say that human history is a record of the ways in which human nature has been sold short. The highest possibilities of human nature have practically always been underestimated" (p. x). Unintentionally, the primary researcher initially underestimated the marked influence that each of the co-researchers' human natures would have on their

role as a doctoral Chair/mentor. In a similar vein, Maslow (1954) seems to have described the research participants' collective empowering consciousness, as will be made evident through their respective chairing/mentoring experiences related to scholarly leadership and discussed below, when he observed:

> Human life will never be understood unless its highest aspirations are taken into account. Growth, self-actualization, the striving toward health, the quest for identity and autonomy, the yearning for excellence (and other ways of phrasing the striving 'upward') must by now be accepted beyond question as a widespread and perhaps universal human tendency. (pp. xii-xiii)

The potential for significant and compelling relationships, therefore, not only between doctoral students and their major professors, but also between the primary researcher and his co-researchers, may well lead to the cultivation of wisdom, for as Walsh & Vaughn (1993) (as cited in Kilrea & McCaslin, in press) affirm, "whereas knowledge is something we have, wisdom is something we become. Developing it requires self-transformation" (p. 51). "To dwell deeply into the nature of these transformations," continue Kilrea & McCaslin (in press),

> requires distinctive research tools and approaches. [Thus], deep heuristics [phenomenological] research, among other practical applications, is a product of transformative inquiry. . . . In order to deepen both ourselves and our inquiries, we must be aware that such an undertaking invariably involves transformation in the one who seeks to understand: the researcher herself or himself is inevitably transformed by deep heuristic research.

FINDINGS

In response to first research question, *What is the experience of scholarly leadership for seasoned, successful doctoral mentors?*, the phenomenon of scholarly leadership as described by experienced dissertation Chairs/major professors consists of the following essential elements: They 1) act with *authenticity*, 2) *facilitate* growth or change, 3) hold *vision*, and 4) regularly acknowledge *deficiency*. After arriving at the themes, and as an added level of internal validation, each co-researcher was provided with a copy of their respective coded table; they were invited to review the data for accuracy and comprehensiveness. All were in agreement with the above emergent themes, with one exception. Dorit expressed concern that the original term chosen for theme #2—*enabling*—misrepresented the collective protocols or significant statements which the primary researcher felt were most relevant to her personal experience concerning the phenomenon of scholarly leadership. Dorit reasoned:

> There is, however, for me, a negative association with the term "enabling." In counseling/psychotherapy this term is a widely known jargon for a problematic support of addictive/negative habitual patterns that results in the addict not being challenged to change destructive habits, as they are "enabled" to sustain their behavior by a loved one who does not stand up to them and is acquiescing. I would greatly appreciate changing the term Enabling to Facilitating (a term I use to denote support, aid, encouragement, etc.) or another, better fitting term. I hope this will fit the meaning you attribute to other participants, but to think of myself as an "enabler" is wholly contrary to my aspiration as a mentor.

Reflecting on her comments and request, the primary researcher also had wrestled earlier with the idea of using the word "enabling" to embody the co-researchers' shared experiences of empowering, edifying, and effecting change and growth with their mentees/doctoral students. Dorit's recommendation to use *facilitating* in place of *enabling*, therefore, proved timely and provided needed clarity for the study's results.

Each essential element of scholarly leadership was experienced by all four co-researchers, although only representative examples of the individual themes are shared below. What follows is a discussion

of the general characteristics associated with each essential element, with corresponding original protocols or significant statements.

Authenticity

"This above all- to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

~ Shakespeare's *Hamlet* (Act 1, Scene III)

Voiced by the co-researchers in describing their experiences while engaged in either mentoring their own doctoral students along the dissertation path and/or upon reflection of their own dissertation journey, qualities associated with *authenticity* include individuals acting with honesty, humility, commitment, consideration, responsibility, and foregoing their own egos, among others. It further entails establishing a genuine sense of presence with others. Existentially, authenticity may be further defined as "the degree to which one is true to one's own personality, spirit, or character, despite external pressures" (Varga & Guignon, 2016). What follows are significant experiences shared by the research participants that embody the essential scholarly leadership element of *authenticity*.

Jayhawk shared the following anecdote of his decades-past military service and interaction with Master Sargent Reeves:

> I'll never forget this; I went up, sat down and Sgt. Reeves had pulled out the orders and he said, '[Jayhawk], **we** screwed up.' He didn't say, '**You** screwed up.' And actually that's not quite the wording he used, but he said "We." And I have never forgotten that! The whole time I managed people at the lab, the whole time I managed students, I always made a point to think about it as "we," that if somebody working for me or with me screws up, I own part of it. I can't just dump it on them. I had to understand what my role was, how I could have prevented it, how I could have made it better somehow. Always, when you're in this leadership position, you always own some piece of it. You just have to. I'll never forget Sgt. Reeves and that one word, "We."

In terms of working authentically with doctoral students, Jayhawk emphatically stated:

> I think the ideal major professor is one who puts the student interactions at a high priority. . . . To me, that's just how it has to be if you accept that role . . . you have to be willing to interact with the student . . . because you're only as successful as the students you are working with. . . . It's constantly asking yourself, 'What can I do? What more can I do to help this student succeed?' without actually doing the work for them. It's a careful interaction that has to occur, but it's making sure the students understand that you want them to succeed. . . . Sometimes we had to have that kind of talk where I would say, 'Look at how much you have already invested in this, you've come so far and you just need to keep going. I'm here. What can I do to help you?'

Further speaking of valued *authenticity* traits doctoral mentor/major professors demonstrate in their interactions with students, Pete related:

> As a scholarly leader...as a Chair or a mentor, my interest would be in being with people, reflecting back to them what I was hearing or reading them saying that seemed to have the most passion or juice, and encouraging them to follow that...[it would also entail] show[ing] up, pay[ing] attention, speak[ing] the truth, and surrender[ing] attachment to outcome. And so to me, a leader would be someone who did that, whether or not they were designated with any particular responsibility. . . [Scholarly leadership is also] 'holding space' with people. . . [where] there would be an openness and a listening, non-judgment and a reflecting back and encouragement. . . .

For Marcia, a sense of commitment and balanced empathy, along with not settling for average products, but rather advocating for, and even requiring, an exceptional finished product in terms of the proposals and completed dissertations, are elements of authenticity:

> I have to be proud of the work at the end. Just because it is good enough to get through doesn't mean it's good enough. It needs to be good enough for me to be proud to have my name on it. . . . [I must also] be committed for the long run . . . be caring, but not too caring, finding that right balance [relationship-wise], . . . because if you are too sympathetic, you are an enabler almost.

Finally, Dorit speaks of her personal need to ever be student-like, teachable, open, even transparent:

> My sense of leadership is one of remaining a student. So, as I work with students, I remain a student. . . . I really believe a life well lived is a life of inquiry, ongoing inquiry. . . . I continuously remind [my students] of that notion of living life as inquiry and practicing the profession of ongoing inquiry, as opposed to an accomplished expertise that is kind of mature and complete and can only go downhill from here. . . . [This inquiry is] hopefully lifelong, a source of nourishment where they would continue to ask questions and approach them in a systematic way with observations, even if it's not formal [research], even if they're not going to publish about it. . . . My love for research, for SEARCH and RE-SEARCH . . . is the healthy doubt that is willing to look again and again and search again and again and again FOREVER . . . If I continue to 'walk the talk' and be transparent about the challenges and the hurdles and all of that, I think that I end up modeling that by way of not intimidating, that I don't have something special here, because I don't. I'm really quite a garden variety; I'm not a genius. I'm a hard worker. And I think that my students see that, while I continue to guide them, I continue to delve into my own career. And I talk to them about self-care, about the challenge of keeping things in balance, which is not my forte; it's a work in progress.

FACILITATIVE

> "People want guidance, not rhetoric; they need to know what the plan of action is and how it will be implemented. They want to be given responsibility to help solve the problem and the authority to act on it." ~ Howard Schultz*,* CEO *Starbucks*

Empowering, equipping, actualizing, and understanding one's true role, together with providing the means, knowledge, and opportunities for growth and change, are at the core of scholarly leaders who successfully guide their doctoral students along the dissertation path. Following are representative examples that embody these essential facilitating qualities.

Marcia feels strongly that she best facilitates her students by

> Not telling people what to do…Pointing them to the right sources . . . asking questions in such a way that really helps them with their own critical thinking. . . . it means largely inspiring and guiding someone through the process. . . . Everybody hits [bumps], and this isn't just being the Chair, this is going through it myself, and so many friends have gone through it; I think almost everyone hits some stumbling blocks along the way, and . . . figuring out a way to help people over those can be a challenge. It's such a temptation to do it yourself . . . I guess that is an important observation, knowing that that's not your role . . . I do try to get involved. For example, I do read the interviews. I know why I do that is because I found a new researcher is so likely to get into things like Nvivo that they end up with everything they learn is what they thought before they started. And so by having read the interviews, I can ask them questions about the stuff that I saw that I thought was interesting, that they skimmed right by, that they didn't notice because it wasn't what they were looking for. That managing of attention kind of situation because you focus on things you already know and

> trying to ask questions to help them see some of the things that they somehow managed not to see.

Jayhawk explains why regular engagement and encouragement, as well as a flexible attitude, are important ingredients of facilitating doctoral students:

> You're advocating for the student. You're trying to make sure they don't fail . . . Put the student front and center, really as an advocate for the student, kind of like a point man— now get out there and make sure the problems are solved, make sure the quality of the work is such that they're going to succeed. . . . In these interations that you have with a doctoral student, especially as time goes by and as you get to know each other better, a key thing for me was I felt I needed to be flexible, that I couldn't just approach each student the same way. Some needed to be led, in a sense, more than others. . . .

For Pete, facilitating doctoral students in general means using his experience to help them find their passions:

> . . . being in a role to help someone discover their passion and their potential, and to learn how to put it in a form that could be heard and appeal to other people . . . to help potentiate what was a around them. . . . [It's] speaking from a place of experience . . . making use of my mileage to share with people parameters around which maybe they don't have as much experience so they can think through what they are going to do [in terms of research] and how it's going to be received.

Speaking first of the student's role in doctoral research, and next of the scholarly leader's empowering ability to facilitate, Dorit shared the following:

> Your role [or responsibility as doctoral students/mentees] is to actually influence not only the choice of what it is that you're approaching as inquiry, but certainly what stones will you take and turn over. It's impossible to turn over all the stones, and your choices will lead to your unique discoveries. And then how you will present your research, for your presentation is also an aspect of your own unique delivery of these findings. So no two students who ask the same questions will make the same discovery or deliver it in the same way. Who you are as a researcher is as important as what it is you're inquiring.
>
> And that is very important for people who are adults and have already developed certain personality and professional personas. They don't want to be stripped to a novice, and yet at the same time, they're willing to sort of take off and put aside temporarily what they already know so they can enter that field really with innocence, with the beginner's mind and attitude. Then they can pick up their old garments later on and put it on, and it may or may not quite fit; they might need to do some alterations or they might need to discard it, but that's for them to decide. We're not stripping them and telling them that 'you don't know anything about it. I'm the expert here.' It's more of a joint journey, with a lot of respect to what they know. And ultimately, they become the expert for their research question.

VISIONARY

> *"The very essence of leadership is [that] you have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet."*
>
> ~ *Theodore Hesburgh*, former President, University of Notre Dame

Uniquely, a third essential element of scholarly leadership, *vision*, was often seen from the co-searchers' perspective and experience as a product of the two previously discussed themes: *authentic* and *facilitative* behavior. More specifically, holding vision is the ability to see the whole from its parts, to discern or perceive others' needs via visual cues or emotional feelings. It likewise entails the appli-

cation of acquired knowledge and experiences toward improving their own lives, their students', and their communities at large. All are hallmarks of a visionary scholarly leader.

Elaborating on his "puzzle" analogy, Jayhawk shared the following tools he envisions for successful, rewarding doctoral research:

> To me, scholarship and research go hand in hand. There are a lot of different ways you can approach research. The core of it is creating new knowledge, a new understanding, a new way of looking at some concept that is maybe already familiar to us. That to me is really at the core of it… 1) give them the basic tools that they need, but 2) introduce it in ways that they understand, that gets them past the fear of research . . . [and finally] 3) be able to make people aware that they're part of something bigger than just their individual research project. I think that's kind of the problem with science as a whole. Very often researchers get the blinders on and all they're interested in is this particular piece of work, this particular project. You need to get above that and begin to see the commonalities and paint a picture somehow of what this thing is that you're a larger part of. . . . I think the key is that each person feel like they have responsibility for a piece of the pie, for one part of the puzzle, one piece that you're trying to fit together. . . . Again, it comes back to the research paradigm, it's being able to [help your students] understand that in doing your dissertation research, you're not trying to win the Nobel Prize. You're trying to convince a group of people that you know how to do research. It's really pretty simple.

For Pete, his vision of effective scholarly leadership emerged through the metaphor of community:

> My image of it [this community of scholarship among doctoral students] would be a fortuitous coming together of a number of people who were interested in learning ways of being in the world that would involve presence, authenticity, and orientation towards encouraging empowerment and authenticity in other people . . . people speaking authentically to one another, it would involve enough time and space for edges to be rubbed off, it would involve modeling from elders in terms of how to manage limited time and life, while having authenticity, openness and boundaries . . . around time and energy.
>
> It would be a place where I have passion, where my needs fulfill a like need in the world. . . . I would like to hold community, the idea of community, as being very permeable…like people coming together with a shared interest and that might include research and it might even include very mainstream research...it would be permeable enough for people to come and go so that they would be held together by the passion and the interest in developing something. . . .
>
> I sometimes notice a difference between research or inquiry that seems to be moving towards an establishment of power for somebody, and research that seems to be more open towards discovery. I think this openness to discovery would be important to me…where [research] would be conducted with the need of the world in mind…where is the place where *your* great need and the world's great need meet? Where is that place that you might have energy and passion to investigate something that could come forward? It's the people, it's the world. I would feel most comfortable in a scholarly community with that kind of attitude…that has an understanding and a value that was shared by a number of people…there would be freedom to create a place where people could be authentic and whole and have time to support each other.

More specifically, Pete expressed his real-life example and vision of community and scholarship as follows:

> So my vision of that would not be so much what I would consider the model that I'm used to, which is that there is an association of something and there's a conference every year or every other year, and people go and present papers in the field. It would be more like I'm

> passionate about the possibility of bringing mindfulness audio recordings into elementary schools, so I'm going to develop a community with other scholars who are interested in research to get the documentation necessary to convince people who have the power to make that happen, happen, and then start developing relationships with the people who have the power and interest to make that happen, happen. Because to me that's a big area, but that's a place where I feel like I could do something to increase the possibility of restoring right relationship between kids and school, many of whom early on, because of the culture many of us are in, are frazzled, and life at home is tough. . . . you can probably tell from the change in my voice, it's exciting to me! It would be a community of scholars, but it would include business people and educators and where there was interaction with life, where it was not just an idea, but a need in the world and in a community. And then develop and then foster and encourage a community of people who, in this case, would be able to have the skills to conduct a range of research, quantitative/qualitative, whatever appeared to be helpful, in order to increase the possibility that this type of thing might come to the world. . . . It's more than a community of people with Ph.D.'s . . . it's about a place and a community and not just about, 'I'm going to figure something out and do a study and have that be the end of it.'

For Marcia, she holds a vision for her doctoral students in the form of a long-term picture. Speaking from their perspective, she encourages

> Selecting a research area of focus, and realizing the implications of what that all means, in the sense that you are not just thinking about what you want to spend the next couple of years on, but you're thinking about what you want to grow into or the area that is going to be important to you, for a very long time, for years and years and years and that wraps in with the rest of your life. How it fits in with whatever is important to you, whether it is your job or whatever your area is, whatever is important to you, you want your research area of focus to relate to it…you constantly want to be thinking about the long-term picture, in addition to the immediate effort of doing a dissertation. You want to be constantly thinking about how does this topic that I am interested in fit in with my life and how does it fit into the world of scholarship, so that I'm maximizing my advantages in both worlds.

Finally, Dorit views the transformational doctoral journey, in part, as standing on the shoulders of her predecessors:

> The awareness of, in research, how the method and the paradigms guide you, the core beliefs about knowing, the epistemological aspects of every research, are ways to inform students right off the bat that we're working here not from scratch, that we're building onto something that's been developed for thousands of years from a spiritual perspective, and that we're adding to that. And yet that their addition would be unique to them and that we cannot actually predict exactly what it will be…The transformation, throughout the dissertation process, is a personal transformation, a personal journey, including the true aspects of who you are as a person that go all the way back to your childhood and your culture and your experiences, the circumstances of your life, and past professional experience and past teachers that you have had. All of these elements come to bear on shaping and reshaping who you are through this dissertation process. So, that influences what discoveries you are making as a researcher.

DEFICIENCY

> *"Fullness of knowledge always and necessarily means some understanding of the depths of our ignorance, and that is always conducive to both humility and reverence."*
>
> ~ Robert A. Millikan, Nobel Prize Physicist

The fourth and final essential element of scholarly leadership is the Chair/mentor's ability to humbly and simply recognize deficiencies, areas wherein improvements could be made, not only within their organization, but internally as well.

When asked to describe the nature of scholarly leadership, Jayhawk candidly remarked:

> I don't know that there's a whole lot of difference between scholarly leadership and any other kind of leadership . . . Overall, I think we talk a whole lot better game than we actually play. In this exercise of leadership, there's this ideal about how it ought to go and then there's the day to day, how it does go in the grind of things. . . . My own experiences with universities are that they are not well run; there's not a lot of real good leadership. It seems like there's just a lot of ambivalence about that idea of faculty working together . . . about leadership and the role of leadership and who is supposed to be [the leader] . . . That was a real shock to me. . . . I think leadership, true leadership, at least in my own experience in the universities, almost doesn't exist, at least in the sense that you see it in commercial entities. . . .

Jayhawk continued about a recent administrative position being filled:

> I was just blown away that here is somebody with the capabilities of providing the kind of leadership that I think the university needs that I don't think the university quite understands yet. They still have that mentality of the Research paradigm . . . I just thought, "Did you guys miss an opportunity?" What I'm coming around to is the idea that maybe we're using the wrong set of criteria to identify our leadership in universities. Are they [the criteria] reliable? But if you've got that track record, then you're able to move up in the university system and maybe that not the best set of criteria to use in looking for leadership. . . . When I was managing at the lab, I did my very best to get people's input. I would come to them in staff meetings and say, 'Here's a problem and a decision that I have to make . . . talk to me, tell me what you guys think.' But they all understood, as well as I did, that I was the one that had to decide. For most people, they were satisfied with that because they felt they did have input . . . My thinking is we really need to take a look at what are the criteria we're using to judge people's value as leaders and give them the opportunity to become leaders, to exercise leadership.

Finally, Jayhawk saw a specific need in somehow changing the culture of the dissertation Proposal/Defense meeting from "destructive" to "constructive:"

> Students have all this worry about what if they're going to defend and fail? And what I was told over and over again was that it's our job to make sure you don't fail. We're not going to let you go into that setting, with as much riding on it as there is, unless we're confident that you're going to succeed. Now I think that's a real critical piece of [scholarly leadership], and it's something I don't like in the technical areas, masters and doctoral students just getting eaten alive. It almost seems to be a part of that subculture: you have to get beat up, you have to have some scars, there has to be some blood on the floor, and to me, that's wrong.

Pete was similarly asked to explain the nature of scholarly leadership, to which he responded:

> I just smile. I probable have a post-traumatic stress response to the word 'leadership' . . . My exposure to the idea of leadership . . . has been 'we're going to enforce hierarchy, but in addition to that, we're going to require you to pretend that it's something else . . . . There are plenty of people . . . who are sort of enamored with [leadership]; it's sort of a tribal idea where leadership is shifting and amorphous.

Lacking, too, for Pete, in terms of scholarly leadership and communities of scholarship he has participated in academically, is a sense of shared purpose and collegial relationship. Longing for such, he recounted:

> . . . . I have worked with individuals with whom I have felt a great deal of collegiality. I have enjoyed relationships there I have been a student and then become a colleague of certain people where there was warmth and connection and certainly back and forth dialogues that were sustaining and energizing. And yet the more organized structure of academic communities has not felt functional and has not given me a real base for me to feel that. [Ideally], having relationships . . . that are sustaining and supportive . . . that at any given moment, with enough time, my orientation could be interested in and open to what someone else has passion for, and that would be appreciated as a reciprocal thing.

For Marcia, the majority of deficiencies along the dissertation journey are pedagogical or institutional in nature.

> [I could do better by] not telling people what to do, by pointing them to the right sources . . . being more comfortable and familiar with all the various [research] resources so I can send my students to them . . . asking questions in such a way that really helps them with their own critical thinking. . . .

Institutionally-speaking, Marcia expressed concern about the changing requirements of her employer's research Review Board, and the need for broader guidance and training:

> [One of my students] hasn't gotten [their dissertation Proposal] to the stage of submitting it to IRB again yet. Every time he gets it back it has a whole new set of totally different things that somebody's upset about. I think that part of it is the bar continues to rise. . . . The school's requirements are constantly going up, and I think that is a good idea, too, except when a person gets caught in it. . . . I certainly don't always have horrible experiences. But once somebody hits a snag, we seem to have a horrible time getting out of the snag. I think we don't get enough guidance on what to change.

Lastly, for Dorit, deficiencies within her role as a dissertation Chair and scholarly leader were most keenly felt in two primary areas: a sense of undervalued service and a lack of sufficient training. She remarked:

> For me to be working as an adjunct, paid $500 to Chair a committee for each one of the two phases, and then to be paid more than that probably for supervision, which I think is a great idea and should be there for a person at any level, I just didn't feel it was reasonable, and I really couldn't afford it. That's really my major, if not my only, impediment to continue being of service. It's not valued sufficiently, not by establishing that community.
>
> I looked forward to having more guidance and mentoring, kind of like ushering me into this role [as a dissertation Chair] and that was intended . . . there would be these steps where you would be ushered and guided along the way, and I would say that was lacking for me. And as well as it was done, I had to [learn the ropes of doctoral Chairing] alone. . . . Hand in hand with that goes the lack of community because I think that when you're working in a school that is not one of those global or online or mega consortium of academia, you have a cohort of colleagues with whom you can talk about students, talk about difficulties as a group, you can meet and exchange, and even though no one person is necessarily mentoring another, you have this sense of community around this role. And there would be more senior members of this community and more junior ones, but there would be that sense of mutual support and I would say, for me, that has been lacking or wanting also.

DISCUSSION

CONSISTENT STATEMENT OF STRUCTURE

Based on the shared experiences of the co-researchers' perceptions of scholarly leadership, an "exhaustive description" (Colaizzi, 1978, p. 61) or "consistent statement of the structure of learning" (Giorgi, 1985, p. 19) is described as follows:

The experience of scholarly leadership, when viewed through the experiential learning lens, and within the context of the doctoral mentoring relationship, consists of *Authentic* interactions, reciprocal *Facilitative* behaviors, *Visionary* forethought, and an ability to recognize/acknowledge *Deficiencies* on both the human and institutional levels. (See Figure 2) Having collectively mentored more than 150 dissertations, and regardless of either perceived and actual inadequacies, most of the research participants continue working and acting authentically within their stewardship as dissertation Chairs and doctoral mentors/major professors.

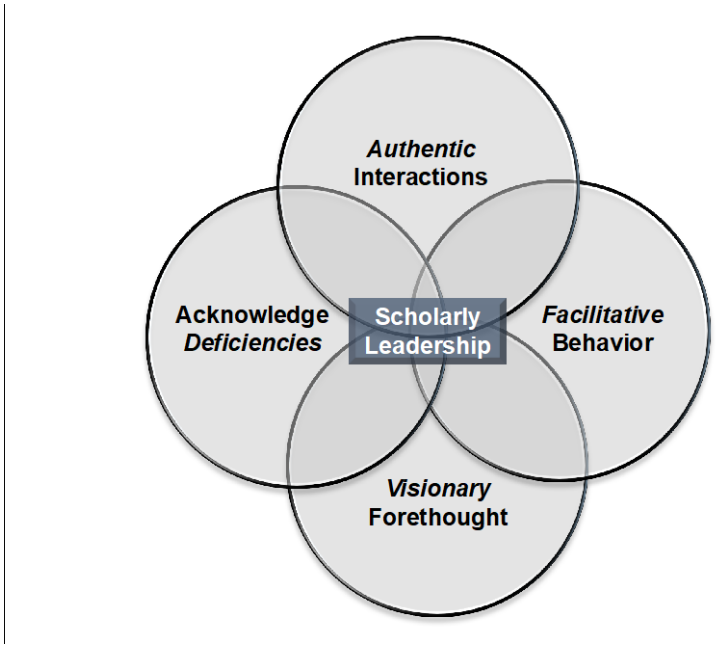

Figure 2. Four essential elements of scholarly leadership

Furthermore, revisiting the above operational definition of scholarly leadership, a "potentiating relationship, among experienced and aspiring Scholar/Practitioner/Leaders that imbues the critical importance of planning, preparing and producing publishable and presentable research findings towards the advancement of the professional life and the culture of scholarship" (McCaslin, 2016b), one discovers distinct parallels with the study's essential elements of scholarly leadership. First, to potentiate means "to endow with power or potency; to increase the power of; to promote or enhance; to make possible" (Potentiate, n.d.); such definitions strongly correspond with the respective characteristics of the *authentic* and *facilitative* elements of scholarly leadership.

In turn, the experience, aspiration, planning, and preparation components of the definition are well matched with the scholarly leader who sincerely and consistently holds a sense of shared *vision* within the doctoral mentoring relationship and the dissertation process in particular. With what may be characterized as intelligent foresight, imagination, and anticipation, coupled with the application of acquired knowledge and wisdom, he or she will actively and purposefully supplement their students' planning and preparation in order to navigate successfully the inevitably challenging, yet hopefully rewarding, path that is the dissertation journey. Furthermore, the visionary scholarly leader's ability to

teach what genuine research consists of and looks like, throughout the whole of the doctoral/dissertation process, spurs their students toward producing "publishable and presentable" research, and optimally toward a life-long desire to regularly search and re-search. Doing so will surely enhance their lives as professionals, as well as in their roles as contributing, responsible citizens.

Finally, along the entire doctoral journey, scholarly leaders recognize and acknowledge *deficiencies*, inadequacies or shortcomings, within themselves, their students, as well as institutionally / organizationally, and they actively contribute to the dialogue of how these insufficiencies might best be addressed and overcome. The word "deficiency," therefore, as it expressly relates to this study on doctoral mentoring, projects an image of a dual, concurrent paradigm: one inner, or personal in nature, the other outer, or systematic. What follows is a literature review providing a coherent argument supportive of the study's findings.

Characteristics of authenticity experienced by the study's research participants parallel findings in current authentic leadership literature. Bhindi and Duignan (1997), for example, argue that authentic leadership "can help restore human, ethical and spiritual dimensions to organizational relationships [such as doctoral education] and make organizations better places in which to work, not only in terms of productivity but also in terms of the quality of life of constituents" (p. 119). Kernis (2003) conceptualizes authenticity as embodying four key components: (1) awareness, or "trust in one's motives, feelings, desires . . . strengths and weaknesses, trait characteristics, and emotions;" (2) unbiased processing, or "objectivity and acceptance of one's positive and negative aspects, attributes, and qualities, [in addition to] not denying, distorting, exaggerating, or ignoring private knowledge . . . ; (3) behavior, or "acting in accord with one's values, preferences, and needs as opposed to acting merely to please others or to attain rewards or avoid punishments through acting 'falsely;'" and (4) relational orientation, or "valuing and achieving openness and truthfulness in one's close relationships . . . it means being genuine . . . ." Furthermore, authentic doctoral education leaders yet model the assertion made by George and Sims (2007), namely, that:

> genuine people are true to themselves and to what they believe in. They engender trust and develop genuine connections with others. Because people trust them, they are able to motivate others to high levels of performance. Rather than letting the expectations of other people guide them, they are prepared to be their own person and go their own way. As they develop as authentic leaders, they are more concerned about serving others than they are about their own success or recognition" (p. xxxi).

Literature regarding leaders as facilitators likewise supports the findings of this study. Randall and Thornton (2001) advocate the use of faciliative or catalytic mentoring (i.e., leading teachers and students to more self-reflection, self-discovery, and self-monitoring), as opposed to authoritative or directive mentoring (i.e., explicating telling students what to do). The ultimate goal of facilitative mentoring is to "create in the teacher [and student] the ability to be self-evaluative and autonomous" (p. 120). Mentors should also strive to create a relation of collaboration and encourage reflection in dialogue with their co-inquirers (Arnold, 2006). Providing consistent, timely feedback and direction to one's doctoral students is a top priority. To that end, Stillwell's (2009) work discusses the dilemma and need of giving feedback or advice in a way that is acceptable and "catalytic" or "affirming, nonthreatening, and, at the same time, effective" (p. 358).

In his book, *Principle Centered Leadership*, Covey (1992) discusses desired human traits which are easily associated with the co-researchers' roles as both facilitative and visionary leaders:

> Now we work with fairness, kindness, efficiency, and effectiveness. We work with the whole person. We see that people are not just resources or assets, not just economic, social, and psychological beings. They are also spiritual beings; they want *meaning*, a sense of doing something that matters. People do not want to work for a cause with little meaning, even though it taps their mental capacities to their fullest. There must be purposes that lift them, ennoble them, and bring them to their highest selves. (pp. 178-179)

Meanwhile, Terry (1993) upholds a visionary attitude as "the heart" of leadership, arguing that:

> Vision is the heart of leadership because vision transcends political interests, testing the outer limits of the vested views that lock people into parochial perspectives, limit creativity, and prevent the emergence of new cultural and political [as well as educational] realities . . . Vision challenges everyday taken for granted assumptions by offering new directions and articulating what people feel but lack words to say. *Vision speaks the unspeakable, challenges the unchallengable, and defends the undefendable.* (p. 38; emphasis added)

In sum, the vital importance of shared vision or holistic thinking for doctoral mentors helping their less experienced apprentices "move beyond focusing on self, skills and techniques to a more holistic appreciation of organization and work" (Bhindi & Duignan, 1997, p. 125) is beautifully illustrated in the following allegory:

> I often thought of the business parable I had heard.
>
> Three stone cutters were asked about their jobs. The first said he was paid to cut stones. The second replied that he used special techniques to shape stones in an exceptional way, and proceeded to demonstrate his skills. The third stone cutter just smiles and said: 'I build cathedrals.' (Semler, p. 51; as cited in Bhindi & Duignan, 1997, p. 125)

Finally, concerning mentoring deficiencies found within the doctoral mentoring process, Lovitts and Nelson's (2000, as cited in Rockinson-Szapkiw, Spaulding, & Bade, 2014) work with graduate students states "the single most important factor in student decisions to continue or withdraw is the relationship with a faculty advisor [or mentor]" (p. 48). The importance of the mentor/Chair relationship, particularly in online higher education, is likewise highlighted in Nieto's (2016) recent research which suggests that dissertation "chairs do not see mentoring failure to be indicative of a lack of skill or knowledge [on their part], but rather a misalignment of purpose [with their students or institutionally] or a personality conflict with a student" (p. 97). Nieto likewise notes needed improvements in terms of the dissertation quality review processes, as e-mentors often and actively advocated for their students with the university's IRB (Instititutional Review Board). Also in the online environment, potential student/mentor relationship deficiencies could be addressed by more intentionally matching PhD students with a supervisor who is a better 'fit' in terms of research interests, experience, and overall leadership style (Orellana, Darder, Pérez, & Salinas, 2016).

CONCLUSION

Having discovered and discussed the essential charactistics of the doctoral student/mentor relationship, the second research question is now revisited: *How does our understanding of the mentoring relationship contribute to the development of doctoral mentors as scholarly leaders?* As Mullen (2006) aptly observes, "No one mentoring strategy is a panacea for student engagement, quality of work, and program success, but each is nonetheless a critical piece of the puzzle" (p. 58, as cited in Carter 2012, p. 118). Nonetheless, the study's findings have the potential to inform and enhance current best practices of scholarly leaders in their doctoral mentoring roles within the ever-increasing competitive realm of higher education, ranging from traditional in-person programs to increasingly popular online delivery formats. Furthermore, the mentor at the Master's degree level, as well as the undergraduate mentor/advisor, could benefit from the results of the study. On a broader scope, this study also contributes to recent international higher education literature calling for increased understanding of and accountability within the entire dissertation process.

More precisely, the results inform the fields of leadership education and adult learning as verified by the co-researchers' gathered and cumulative evidences of experiential learning. Such transformations, those identified "changes in judgments, feelings, knowledge, or skills" that resulted from reflection on the lived experience of doctoral chairing/mentoring, tended to positively actualize the lives of these doctoral mentors in their roles as educators, scholars, and life-long learners. Indeed, the co-

researchers fashioned "new abstractions and applications" for future use in each of these roles. By the same token, the results provide timely and tested methods through which doctoral faculty may best approach the doctoral research process as an active, co-experiential event, leading to greater mentoring effectiveness across a variety of metrics of success. Such include maintaining stronger collegial relationships, a robust, completed and approved dissertation product, and professional advancement, among others.

As for prospective studies, it is recommended that further research be conducted to determine additional correlations between 1) Scholarly Leadership and *Authenticity*, 2) Scholarly Leadership and *Facilitative* behavior, 3) Scholarly Leadership and *Visionary* presence, and 4) Scholarly Leadership and personal/systemic *Deficiency*.

What, then, is the power of scholarly leadership? Dorit's unrehearsed description, offered at the conclusion of our third and final interview, serves as a fitting and comprehensive summary of the four essential elements of scholarly leadership that emerged from the study:

> I view scholarly leadership as a pursuit within a collective, a mutual teaching and learning within a collective of leaders, that focuses on the diverse traditions of inquiry in ways that promote whole person, whole society, whole world evolution for a better world. It is tuned into what is needed in the world, and selects research engagement based on a mutuality of, and a match between, what is needed and what the leader's calling is to provide.

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APPENDIX A – PROTOCOL FOR 3RD INTERVIEW

Study: *Scholarly Leadership as a Function of the Doctoral Mentoring Relationship: A Phenomenological Study* (Session #3)

Date of Interview: _____ Time: _____ to _____

Location: Interviewer:

Participant:

Instructions for Interviewer:

- Welcome participant.
- Session Emphasis: **Building a community of scholarship/Determining the nature of Scholarly Leadership.**

▪ **Prompt:** As evident in the general global doctorate, it would appear that the development of a community of scholarship is critical for the long-term health and success of a doctoral Chair, the dissertation faculty, and their graduating students towards advancing knowledge.

	Interviewer Notes
Q: Why is it important to have/create a sense of community within the doctoral process?	
Q: How does one build a community of scholarship, particularly for the scholar-practitioner?	
Q: How do/did you introduce your students into this community of scholarship?	
Q: How do you participate in this community of scholarship?	
Q: What is the nature of these potentiating/synergistic relationships you've experienced as a scholarly leader?	
Q: What would the ideal scholarly leader look like to you?	
Q: What would scholarship mean for the particular people you work with?	
Q: How would you define/describe the nature of scholarly leadership?	
Reference Note: Scholarly Leadership (as defined by Dr. Mark McCaslin): "A potentiating relationship among experienced and aspiring Scholar/Practitioner/Leaders who intend, through the production and application of research, to advance their professional life and the community of scholarship." – publication forthcoming	

APPENDIX B – EXAMPLE OF DATA CODING

Significant Statements or Meaning Units	Formulated or Reflective Meanings	Themes/ Patterns
Q: What would the ideal scholarly leader look to you? Jayhawk: So I think the ideal major professor is one who puts those student interactions at a high priority, that that's one of number one ways that you spend your time. To me, that's just how it has to be if you accept that role, if you say I'm going to be a major professor, then you have to be willing to interact with the student.	Being committed to interacting with students is one of the highest priorities I can have as a scholarly leader/Chair.	Authenticity
Q: How would you define/describe the nature of scholarly leadership? Pete: As a scholarly leader...as a Chair or a mentor, my interest would be in being with people, reflecting back to them what I was hearing or reading them saying that seemed to have the most passion or juice, and encouraging them to follow that...[it would also entail] show[ing] up, pay[ing] attention, speak[ing] the truth, and surrender[ing] attachment to outcome. And so to me, a leader would be someone who did that, whether or not they were designated with any particular responsibility. . . [Scholarly leadership is also] 'holding space' with people. . . [where] there would be an openness and a listening, non-judgment and a reflecting back and encouragement. . . .	A scholarly leader has interests in being with people; has the ability to relate to & provide honest, meaningful feedback; Encourages others to appropriately pursue their passions/interests. I would further describe a scholarly leader as anyone who: Shows up, pays attention, speaks the truth, and surrenders attachment to outcome.	Authenticity

Significant Statements or Meaning Units	Formulated or Reflective Meanings	Themes/ Patterns
Q: What would scholarship mean for the particular people you're working with? Dorit: Your role [or responsibility as doctoral students/mentees] is to actually influence not only the choice of what it is that you're approaching as inquiry, but certainly what stones will you take and turn over? It's impossible to turn over all the stones, and your choices will lead to your unique discoveries. And then how you then present your research, and your presentation is also an aspect of your own unique delivery of these findings. So no two students who ask the same questions will make the same discovery or deliver it in the same way. And that I think we guide very strongly from that model: Who you are as a researcher is as important as what it is you're inquiring. And that is very important for people who are adults and have already developed certain personality and professional persona. They don't want to be stripped to a novice, and yet at the same time, they're willing to sort of take off and put aside temporarily what they already know so they can enter that field really with innocence, with the beginner's mind and attitude. Then they can pick up their old garments later on and put it on, and it may or may not quite fit; they might need to do some alterations or they might need to discard it, but that's for them to decide. We're not stripping them and telling them that "you don't know anything about it. I'm the expert here." It's more of a joint journey, with a lot of respect to what they know, and ultimately, they become the expert for their research question.	As a scholarly leader, I can help my students with: Choosing research topic ("will lead to your unique discoveries."); determining what types of research are fitting/value-laden for each student; help them uniquely deliver their research? Imperative that each researcher find their own voice! I cncourage these working adult students to bring past their experiences & expertise to the doctoral journey, but also come innocent, humble, "with the beginner's mind and attitude. Then they can pick up their old garments later on. Research is a co-journey, and demands respect between mentor and mentee.	Authenticity Facilitative
Q: What does it mean to be a dissertation Chair? Marcia: Not telling people what to do…Pointing them to the right sources . . . asking questions in such a way that really helps them with their own critical thinking. . . . it means largely inspiring and guiding someone through the process. . . . Everybody hits [bumps], and this isn't just being the Chair, this is going through it myself, and so many friends have gone through it; I think almost everyone hits some stumbling blocks along the way, and . . . figuring out a way to help people over those can be a challenge. It's such a temptation to do it yourself . . . I guess that is an important observation, knowing that that's not your role.	Areas in which I could improve as a dissertation Chair…ask better questions to encourage their critical thinking, point them to resources. I've learned to respect and value my student's differences, and I've been really working on stepping back and trying to make sure I'm the support.	Facilitative

Significant Statements or Meaning Units	Formulated or Reflective Meanings	Themes/ Patterns
Q: How do/did you introduce your students into this community of scholarship? Jayhawk: To me, scholarship and research go hand in hand. There are a lot of different ways you can approach research. The core of it is creating new knowledge, a new understanding, a new way of looking at some concept that is maybe already familiar to us. That to me is really at the core of it… 1) give them the basic tools that they need, but 2) introduce it in ways that they understand, that gets them past the fear of research . . . [and finally] 3) be able to make people aware that they're part of something bigger than just their individual research project. I think that's kind of the problem with science as a whole. Very often researchers get the blinders on and all they're interested in is this particular piece of work, this particular project. You need to get above that and begin to see the commonalities and paint a picture somehow of what this thing is that you're a larger part of. . . . I think the key is that each person feel like they have responsibility for a piece of the pie, for one part of the puzzle, one piece that you're trying to fit together. . . . Again, it comes back to the research paradigm, it's being able to [help your students] understand that in doing your dissertation research, you're not trying to win the Nobel Prize. You're trying to convince a group of people that you know how to do research. It's really pretty simple.	These are the keys I feel are vital for introducing doctoral students to scholarship AND research…I need to help them understand that the research paradigm is at the core. A scholarly leader helps students see that their research is/should contribute to a greater whole. A scholarly leader also gets students talking with each other, working on shorter/near-term goals.	Visionary

Significant Statements or Meaning Units	Formulated or Reflective Meanings	Themes/ Patterns
Q: Why is it important to have/create a sense of community within the doctoral process? Dorit: The awareness of, in research, how the method and the paradigms guide you, the core beliefs about knowing, the epistemological aspects of every research, are ways to inform students right off the bat that we're working here not from scratch, that we're building onto something that's been developed for thousands of years from a spiritual perspective, and that we're adding to that. And yet that their addition would be unique to them and that we cannot actually predict exactly what it will be…I think I'm bringing the students into a community by really being, honoring that ancestry, and also incorporating into the way I guide students what I've received. So, they know that I'm a channel of connecting with these other mentors, The transformation, throughout the dissertation process, is a personal transformation, a personal journey, including the true aspects of who you are as a person that go all the way back to your childhood and your culture and your experiences, the circumstances of your life, and past professional experience and past teachers that you have had. All of these elements come to bear on shaping and reshaping who you are through this dissertation process. So, that influences what discoveries you are making as a researcher.	This is how I bring students into the community of scholarship: Create awareness of: 1) research methods/paradigms; 2) Core beliefs about knowing; 3) Not beginning from scratch, but something unique to previous research/methods; 4) Honoring my mentor's (ancestry/lineage); 5) I often feel their presence when I'm guiding my students rightly; 6) Incorporating what I've received from them into my own work with diss. students ("I'm a channel of connecting")	Visionary
Q: How would you define/describe the nature of scholarly leadership? Pete: I just smile. I probable have a post-traumatic stress response to the word 'leadership' . . . My exposure to the idea of leadership . . . has been 'we're going to enforce hierarchy, but in addition to that, we're going to require you to pretend that it's something else . . . . There are plenty of people . . . who are sort of enamored with [leadership]; it's sort of a tribal idea where leadership is shifting and amorphous.	My recollection/experience of the term "leadership" is not a favorable or positive one. Leadership is hard to define/pin down; its essence is "shifting," "amorphous."	Deficiency

Significant Statements or Meaning Units	Formulated or Reflective Meanings	Themes/ Patterns
Q: Why is it important to have/create a sense of community within the doctoral process? Dorit: For me to be working as an adjunct, paid $500 to Chair a committee for each one of the two phases, and then to be paid more than that probably for supervision, which I think is a great idea and should be there for a person at any level, I just didn't feel it was reasonable, and I really couldn't afford it. That's really my major, if not my only, impediment to continue being of service. It's not valued sufficiently, not by establishing that community. I looked forward to having more guidance and mentoring, kind of like ushering me into this role [as a dissertation Chair] and that was intended . . . there would be these steps where you would be ushered and guided along the way, and I would say that was lacking for me. And as well as it was done, I had to [learn the ropes of doctoral Chairing] alone. . . . Hand in hand with that goes the lack of community because I think that when you're working in a school that is not one of those global or online or mega consortium of academia, you have a cohort of colleagues with whom you can talk about students, talk about difficulties as a group, you can meet and exchange, and even though no one person is necessarily mentoring another, you have this sense of community around this role. And there would be more senior members of this community and more junior ones, but there would be that sense of mutual support and I would say, for me, that has been lacking or wanting also.	I cannot justify the time, energy, depletion of my "well" for the minimal fee I receive to Chair dissertations—at least as an adjunct. There is a real resource conflict of being overworked and underpaid. A viable community of scholarship would have opportunities for guidance and mentoring; apprenticing. I desire to be a part of a community where there is engaged and respected dialogue, mutual support, amongst newer and more seasoned members.	Deficiency

BIOGRAPHY

Jason Flora is a research fellow for the University of Phoenix's Center for Leadership Studies and Educational Research. He earned his Ph.D. in Adult Education and Organizational Learning from the University of Idaho, M.A. in Art History, and B.A. in Humanities from Brigham Young University. He teaches introductory and upper-division courses in Humanities and the History of Art at Brigham Young University-Idaho, with particular interests in Italian Renaissance, the scholarship of teaching and learning and things aesthetic. His doctoral research, *Adult Experiential Learning in Short-term Study Abroad: An Heuristic Study of the Power of Place*, uncovered fresh intersections between experiential learning theory and andragogy within the dynamic backdrop of short-term study abroad programs. An active practitioner of experiential learning curriculum design/implementation in the classroom and beyond, he coordinates the department's growing internship program and regularly co-directs domestic and international travel study programs.