IS TRUSTWORTHINESS IMPORTANT IN A DOCTORAL MENTOR? TOWARD A THEORY OF TOUGH LOVE MENTORING

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ABSTRACT

Aim/Purpose	Doctoral education faces a serious problem: many students across the country begin the degree, but never graduate. However, effective mentoring can help students attain graduation, signaling their successful transformation to scholar. We believe the power of the mentor to bring about the transformation from student to scholar has to do with the quality of the relationship between mentor and protégé. In particular, we believe this relationship is most effective if it is characterized by the mentor's tough love. Our purpose in this study was to interview mentors who are considered effective, to learn their thoughts on the importance of trust relationships, and to learn their ways in nurturing these relationships.
Background	A mentor is a senior, more experienced person who guides a junior, less experienced person (in this context, a doctoral student). The role of the mentor is to provide guidance, modeling, technical support, personal support, and psychosocial support. In this paper, we sought to put forth a theory to explain the kinds of behaviors and attitudes that would characterize an effective mentor. The theory, called tough love theory, is a merger between parenting theory and trust theory. According to tough love theory, mentors who are benevolent, competent, honest, reliable, and demanding will bring about optimal growth of students.
Methodology	We conducted semi-structured interviews of 21 effective mentors of doctoral students representing seven universities across the United States. We conducted conventional and summative content analysis of the qualitative data.

Contribution	This study contributes new insights to guide a doctoral mentor on ways to develop a relationship with a protégé that will provide a catalyst for growth.
Findings	The findings were consistent with tough love theory. Moreover, an emergent theme of the research was the dynamic nature of the mentor–protégé relationship, whereby the dependent student transforms into an autonomous, independent scholar.
Recommendations for Practitioners	We recommend that doctoral mentors become tough love mentors, i.e., mentors who are trustworthy and who possess high standards.
Recommendations for Researchers	These findings have implications for the development of mentor relations theory. Specifically, we identified the following characteristics that effective mentors believed to be necessary for protégé success: trustworthiness and high standards.
Impact on Society	We believe the characteristics of effective mentors may generalize to doctoral study in other disciplines, such as the sciences and the arts. We also believe the characteristics of effective mentors may generalize to other contexts, such as business.
Future Research	We encourage future researchers to test the tough love mentoring theory with quantitative data.
Keywords	trust, authoritative style, tough love, collegiality, doctoral mentoring, empirical and theory-building paper

INTRODUCTION

For years, there has been a serious problem in doctoral education; across the country, many students have begun the degree, but have failed to graduate. The typical completion rate for EdD and PhD programs is 50%, which is clearly a problem in need of attention (Craft, Augustine-Shaw, Fairbanks, & Adams-Wright, 2016; Golde, 2005; Gonzalez, Marin, Figueroa, Moreno, & Navia, 2002; Gonzalez et al., 2001; Grant, Hackney, & Edgar, 2014; Ibarra, 1996; Lovitts, 2001, 2005; Most, 2008; Nettles, 1990; Nettles & Millett, 2006; Solorzano, 1993; Vaquera, 2007). However, there is good news: *certain kinds of mentors can help students complete their doctorate* (Council of Graduate Schools, n.d.; Curtin, Stewart, & Ostrove, 2013; Golde, 2005; Grant et al., 2014; Luna & Cullen, 1998; Welton, Mansfield, Lee, & Young, 2015; Woolderink, Putnik, van der Boom, & Klabbers, 2015). Research has shown some mentor behaviors are linked to better protégé performance. In particular, empirical evidence has shown protégés are likely to reach higher achievement when a mentor successfully establishes a trusting relationship with the protégé (Tschannen-Moran & Hoy, 1998). However, the findings on how to establish relationships based on trust have been complicated and disconnected. There is a need for a theoretical framework to pull together the various threads of mentor behaviors that nurture trust.

PURPOSE

Our purpose was to interview effective mentors to learn their thoughts on the importance of trust relationships and on interpersonal skills needed to nurture these relationships. Based on the scholarly literature in this area and our own observations of effective mentors, we hypothesized that effective mentors would claim trust-based relationships are important. Moreover, we hypothesized that they would identify interpersonal skills consistent with the characteristics of a demanding and trustworthy mentor.

In addition, we sought to generate new information by asking mentors what they do to nurture trust relationships with protégés. These additional questions were exploratory and we did not have hypotheses about what we might find. For practical purposes, we hoped these data would provide use-

ful insights for mentors to pursue trust-building strategies that might, ultimately, help protégés make a successful transformation from dependent student to independent scholar, as evidenced by a completed dissertation.

Our broader purpose was to provide a springboard for the development of a theory for effective mentoring. We began with the belief that authoritative pedagogy and trust-based relationships are powerful forces for learning and growth. It is important to note that our data were limited by virtue of being perceptions from a sample composed of mentors only. Our data do not include perceptions of the protégés. In future research, we plan to expand our perspectives by adding the points of view of the protégés.

LITERATURE REVIEW

Kathy Kram (1985) conducted the seminal work on mentoring in which she stated that mentoring required an intense relationship between a senior, more experienced person (the mentor) and a junior, less experienced person (the protégé) in which the mentor provided guidance, modeling, technical support, and personal, psychosocial support for the protégé. It is important to emphasize that mentoring is essentially defined as a *relationship* between two people. In the current context, a mentor is a more experienced person (the dissertation advisor) who shares expertise with a less experienced person (the student) to develop into a scholar.

THEORIES OF MENTORING ARE INCOMPLETE

Current theories of mentoring are draw from theories of self-regulation, systems operations, leadership, organizational behavior, adult development, and learning (Orland-Barak, 2010; Ragins & Kram, 2007). However, these theories are inadequate in one important area. One of the functions of mentoring is for the mentor to help the protégé with psychological and social development (Kram, 1985). However, the psychological and social development of the protégé has been largely ignored in the research on the mentoring relationship (Schunk & Mullen, 2013). We hoped this paper would be helpful in addressing this gap in the literature by showing how a relationship grounded in trust is essential to the social and psychological development of the protégé and, ultimately, the successful transformation from student to scholar. Schunk and Mullen (2013) claimed mentors' behaviors may have a positive impact on protégés' success, but our current theories are inadequate to explain the active forces behind these behaviors. We hoped the current theoretical ideas and data would be sources of insight and illumination to this point.

AUTHORITATIVE PARENTING AND PEDAGOGY AS A MODEL FOR MENTORING

Authoritative parenting and pedagogy

Thirty years of empirical evidence have consistently shown authoritative parenting and pedagogy bring out the best in young people. The two dimensions of authoritative style include (a) the ability of adults to be *benevolent* and to create nurturing homes and schools for young people, and (b) the ability of adults to put forth *high expectations and to demand* that young people to reach those expectations. In the next section, these dimensions will be explained in more detail.

Benevolence, warmth, involvement, love, responsiveness

Different theorists have used different terms to identify the first dimension of authoritative parenting and pedagogy. Best (2011) used the term *responsiveness*; Baumrind (1966) wrote about the democratic aspects of this dimension and emphasized the importance of an open verbal give and take between a parent and child when conflict arose. Maccoby and Martin (1983) called this dimension *warmth*. Other theorists have used the terms *nurturance* or *emotional responsiveness* (Chen, Sun, & Yu, 2017; Coplan,

Hastings, Lagace-Seguin, & Moulton, 2002). All of these concepts point to the same set of parent and teacher behaviors: authoritative parents and teachers act in a way to provide a loving and supportive space in which to grow and thrive, with the best interest of the student in mind. We will use the term *benevolence* because it provides a logical link between authoritative pedagogy and trustworthiness. Benevolence is a component of authoritative pedagogy and, according to Tschannen-Moran and Hoy (1998), benevolence is also a component of trustworthiness. We argue that authoritative pedagogy and trust theory should be merged into a single theory. We further elaborate on this idea in the following section.

High expectations and demandingness

The second dimension of authoritative parenting and pedagogy is that parents and teachers should have high expectations and demand high levels of performance from students and children. The theory emphasizes that adults should set high goals and expectations so the student must stretch the needed skills and abilities and learn new skills to reach goals.

Empirical support for effectiveness of the authoritative style

Many empirical papers have provided support for the positive effects of authoritative parenting and pedagogy. For example, according to Gray and Steinberg (1999), an authoritative parenting style was positively linked to academic performance in adolescence. In addition, Maccoby and Martin (1983) found authoritative parenting was predictive of intellectual success and high achievement motivation. Many empirical studies have shown high parent and teacher expectations were linked to better student performance in primary and secondary school (Hopson & Weldon, 2013; Jussim & Harber, 2005; Ma, Siu, & Tse, 2018).

Does authoritative mentoring affect doctoral success?

The impact of authoritative mentoring at the graduate level has little empirical research. However, in her paper, Best (2011) included a theoretical springboard to address this issue; she claimed that the same authoritative principles that link teacher and parent expectations to student performance in basic education also apply for adults in a work context. Moreover, by extension, we argue that authoritative mentoring will also apply for adults in an educational context, that is, for students in a doctoral program.

Other parenting and pedagogical styles

In contrast to the authoritative style, the other, less effective parenting and pedagogical styles are when parents and teachers have (a) high benevolence, but low demands (permissive style), (b) low benevolence and high demands (authoritarian style), or (c) low benevolence and low demands (neglectful style).

THEORY OF TRUST AND RISK-TAKING AS FORCES FOR LEARNING

Trust as an extension of the authoritative benevolence dimension

The descriptions of the benevolence dimension of authoritative leadership are consistent with the benevolence dimension of trust, as defined by Tschannen-Moran and Hoy (1998). However, Tschannen-Moran and Hoy placed benevolence within a larger construct called *trust-building*. Tschannen-Moran and Hoy summarized 40 years of research to clarify a definition of what it means for one person to trust another person. In the context of mentoring, trust happens when the student displays a willing vulnerability to the mentor and, according to theory and empirical evidence, trust is greater when the student believes the mentor is benevolent, competent, reliable, and honest (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 1998). Moreover, according to theory and empirical evidence, the student is likely to reach higher achievement when trust is present (Tschannen-Moran

& Hoy, 1998). Thus, we believe trust-building is an extension of the benevolence dimension of the authoritative style and that mentors who are talented at trust-building will have more successful protégés.

Trust, vulnerability, and risk-taking

The first step a student takes to enter a doctoral program entails risk. Failure is a possibility even at this first step; the student's application may be rejected. Let us suppose the student is accepted; then the journey continues to be risky because of a 50% chance of not completing the degree (Craft et al., 2016; Golde, 2005; Gonzalez et al., 2002; Gonzalez et al., 2001; Grant et al., 2014; Ibarra, 1996; Lovitts, 2001, 2005; Most, 2008; Nettles, 1990; Nettles & Millett, 2006; Solorzano, 1993; Vaquera, 2007). A doctoral program is a high-stakes degree for both the student and the mentor. It requires a high degree of investment and commitment from both people; they must count on each other to hold up their end and there is a real risk of failure for both. If the student fails, this will cause harm to the student and the mentor professionally and personally. In this paper, we focused on the belief that failure can be avoided if the student shows vulnerability to the mentor and the mentor proves to be trustworthy.

How does trust impact teaching and learning?

Tschannen-Moran and Hoy (1998) claimed that when trust exists in a relationship between a teacher and a student, success (i.e., graduation) is more likely and the student is likely to perform at a higher level. A part of the explanation of the theory is that when students trust their teachers, the students are more likely to believe what the teachers say and they are more likely to take the risks required for learning (Goddard, Tchannen-Moran, & Hoy, 1998). Learning requires risk because students must try something new, move outside their comfort zone, and risk failure. The doctorate is a high-stakes degree, so trusting relationships with mentors are especially important in a doctoral program.

Trust in mentor–student relationships

Empirical evidence shows that effective mentors nurture trusting relationships with students (Anderson, Day, & McLaughlin, 2006; Baker & Pifer, 2011; Gearity & Mertz, 2012; Holley & Caldwell, 2012; Kram, 1985; Lovitts, 2005; Luna & Cullen, 1998; Nettles & Millett, 2006; Orellana, Darder, Pérez, & Salinas, 2016; Weidman, Twale, & Stein, 2001). This is consistent with Daloz (1986) who explained that "students in educational programs encounter a transformational journey . . . the guidance of a mentor is critical, and the mentor's [job is to provide] a place where the student can contact (his) need for fundamental trust, the basis of growth" (p. 215). In addition, research has shown students were more receptive to receiving information from their mentors when levels of trust were high (Fleig-Palmer & Schoorman, 2011). Trust-building requires honesty, openness, and a willingness to be vulnerable (Sutherland & Yoshida, 2015). For example, Norma Mertz described her relationship with her student, Brian Gearity, as authentic (Gearity & Mertz, 2012). She modeled self-awareness of her strengths and weaknesses and was willing to be open with Brian. She claimed that being open about her weaknesses, allowed her to work on those areas and to make improvements. In this way, she modeled trust for Brian and he opened up to her and improved in areas where he had been weak. According to Kram (1985), when students were more trusting of their mentors, the students were more honest about their own vulnerabilities and willing to admit mistakes. Trust was a key ingredient for effective knowledge sharing and, ultimately, for dissertation completion.

TOUGH LOVE THEORY

We argued above that authoritative pedagogy is a force for growth in an educational context. We also argued that we could expand the theory of authoritative pedagogy to include all of the components of trust. The original theory of authoritative pedagogy stated that teachers with high levels of *benevolence* and high levels of *demandingness* would bring about optimal growth and learning in their protégés.

We have expanded the theory by including in the benevolence dimension *all* of the qualities that make one trustworthy (i.e., benevolence, honesty, competence, and reliability). We called this expanded theory of authoritative pedagogy *tough love theory*. Moreover, we believe that mentors who practice tough love will be more likely to have successful, high-performing protégés.

RESEARCH QUESTIONS AND HYPOTHESES

With tough love theory, we ask the following questions:

1. According to effective mentors, what interpersonal skills help them to be effective with students? Based on empirical and theoretical literature, we expected mentors would name interpersonal skills consistent with the characteristics of a demanding and trustworthy mentor (i.e., high expectations and benevolence, reliability, competence, honesty, and openness).

2. According to effective mentors, how important is it to nurture good relationships with students? We hypothesized that mentors would say it is very important to nurture good relationships with students.

3. What do effective mentors do to nurture good relationships with students? This question was exploratory and we did not put forth a hypothesis.

4. According to effective mentors, how important is it to create trust with students? We expected mentors would say it is very important to create trust with students.

5. What do effective mentors do to nurture trust with students? This question was exploratory and we did not put forth a hypothesis.

METHOD

SAMPLING METHODOLOGY

After securing ethics approval, we interviewed 21 doctoral student mentors (dissertation chairs) who had been nominated by colleagues as "excellent" mentors. Our purpose was to learn their thoughts regarding the importance of developing trusting relationships with students and their ways in developing these relationships. We started with colleagues who had a reputation for excellence in doctoral student mentoring. We then used a snowball sampling technique; at the end of each interview, we asked the respondents to nominate additional mentors they considered to be excellent. We sent an invitation to each nominee and interviewed those who responded. In total, we sent invitations to 32 mentors and 21 participated in the study (response rate = 65%). Interviews were conducted from September 2017 to May 2018. All audio interviews were recorded. We asked 10 open-ended questions to learn what mentors did to help student succeed. In this paper, we presented an analysis of five of the questions.

In order to provide empirical data to validate our sampling method, we assessed background data to test whether we had successfully identified "excellent" mentors for our sample. Thus, we asked each mentor what percent of his or her students had completed their dissertation; the mean dissertation completion rate was 90.83% ($SD = 14.92$), which is much higher than the national average, about 50% (Craft et al., 2016; Golde, 2005; Gonzalez et al., 2002; Gonzalez et al., 2001; Grant et al., 2014; Ibarra, 1996; Lovitts, 2001, 2005; Most, 2008; Nettles, 1990; Nettles & Millett, 2006; Solorzano, 1993; Vaquera, 2007). We also asked each respondent if their students had received dissertation awards, and, if yes, what level award had they received. Eleven of the respondents (52%) had students who had received dissertation awards. The number of awards are presented for each level in Table 1.

Table 1. Dissertation Awards Won by Students of Respondents

Level of award	f
University level awards	19
National level awards	17
International level awards	2
Total	38

By virtue of these two metrics (a relatively high student completion rate and a majority of mentors whose students had received awards) we concluded that our snowball sampling methodology had, indeed, identified a group of excellent *or* highly effective mentors. We believe an excellent mentor is one who has the ability to help her protégés to make the transformation from dependent student to independent scholar. However, we did not have an instrument to measure this ability. So, instead, we measured graduation rate and number of dissertation awards. We reasoned that these outcomes would logically be linked to protégés' successful transformation to independent scholar. We believe the validation data showed that many of the mentors in our sample were, indeed, excellent. However, most of those who did not achieve "excellent" status would at least be considered highly effective.

BACKGROUND CHARACTERISTICS

In this section, we present a description of the background characteristics of the mentors in the sample. At the time of the interview, 18 of the mentors were teaching at universities in the United States, two had retired from U.S. universities, and one had taught in a U.S. university, but had left for a position in basic education. Seven universities were represented: three were in the Mid-Atlantic region (11 mentors); two were in the south (five mentors); and two were in the western part of the United States (five mentors). According to the *U.S. News and World Report* (2018), six of the seven schools were ranked within the top 105 programs in the country. The seventh program had not yet been ranked because it was a relatively new program. The six ranked programs were 69th in average ranking. The median enrollment of the seven graduate programs in education was 1,153. Most mentors taught in educational leadership programs ($n = 16$), two taught in a school psychology program, and one mentor came from each of the following programs: educational and psychological studies; educational policy and evaluation; and literacy and technology. Three interviews were conducted face-to-face, 17 were conducted by phone, and one was conducted via Skype. Eleven mentors taught in PhD programs, seven taught in EdD programs, and three taught in programs that offered both PhD and EdD degrees.

The length of time mentors had served in their role ranged from 3 years to 38 years ($M = 13.98$, $SD = 9.86$). The number of students each mentor had mentored (currently and in the past) ranged from 4 to 109 ($M = 29.14$, $MDN = 18$, $SD = 31.35$). We asked each mentor the percentage of part-time students and full-time students. On average, 39.71% of the students mentored were full-time students ($SD = 41.64$) and 60.29% of the students mentored were part-time students ($SD = 41.64$). Regarding selectivity of the various programs represented, the average acceptance rate for doctoral student applicants was 55.85% ($SD = 31.05$). It would be helpful to have average acceptance rates for current doctoral programs in educational leadership for comparison to this study. However, a review of the scholarly literature did not reveal these numbers. The best estimate is the average acceptance rate for doctoral programs in educational psychology from 1983, which was 45% (Couch & Benedict, 1983).

ANALYSIS AND FINDINGS

We transcribed all of the interviews and applied conventional and summative content analysis to identify and count the themes revealed in the respondents' words (Trochim & Donnelly, 2008). As primary and secondary authors, we independently coded each interview. Next, we presented each

coder's analysis of the themes and number of respondents who mentioned each theme for each research question, as well as the confirmability analysis.

RESEARCH QUESTION 1: WHAT INTERPERSONAL SKILLS DO MENTORS HAVE THAT HELP THEM TO BE EFFECTIVE WITH STUDENTS?

The specific question we asked each mentor was, "What interpersonal skills do *you* have that help you to be an effective mentor?" The results of the thematic analysis and summative counts are presented in Table 2. The table shows the number of mentors who mentioned each theme according to Coders 1 and 2, the percentage of agreement between coders, and the percentage of respondents who mentioned each theme. If we did not have a high level of agreement after the first pass through the data (i.e., 90% agreement or higher) we used discussion, debate, and logical analysis to resolve the discrepancies. If we could not reach 90% agreement or better, we would delete that proposed theme. For themes where the two coders had slightly different counts, the percentage of respondents was based on the average of the two counts. High levels of agreement showed evidence that objectivity was present in the thematic analysis of the two coders. Guba (1981) used the term confirmability to refer to the type of validity that is often called objectivity by quantitative analysts. We used the terms objectivity and confirmability interchangeably in our writing.

Table 2. Research Question 1: Themes, Percentage Agreement, and Percentage of Respondents Who Mentioned Each Theme

Theme	Coder 1	Coder 2	Agreement	Respondents
				%
Mentor is benevolent and has student's best interest in mind and heart, and is supportive, accessible, caring, empathic.	19	19	100	90
Mentor is a good communicator and listener.	11	11	100	52
Mentor has high expectations, demands students to reach high expectations.	10	10	100	48
Mentor establishes a collaborative relationship.	8	9	95	40
Mentor is honest, open, authentic, responsible, trustworthy, and someone students can count on.	7	8	95	36
Mentor has patience and flexibility.	7	7	100	33
Mentor is respectful.	4	4	100	19

Benevolence

As shown in Table 2, the most frequent theme mentors identified was benevolence. Mentors who were benevolent had the students' best interests in mind and at heart; they were supportive, caring, accessible, and empathic. Some of the respondents (90%) mentioned this theme. Some examples of the comments are as follows:

Zeke: You need to care for the student, you don't have to be best buddies, but let them know you're on the journey with them, walking the path with them.

Mary: I try to set up a space where I care not just about their work, but I care about them as people, I hope they can be open and vulnerable with me and I'm open and vulnerable to them about who I am and the struggles I face as

an academic. I really try to put at the forefront of my work with any doc student is that we're doing this thing called the dissertation and we're doing this thing called the PhD and it's life-changing and it's transformative and these people have other lives. They have children, families, work responsibilities. I always emphasize that caring for themselves is important and not falling off the deep end, as can happen in the doctoral program. I try to support them not just in their work, but also in their lives and make time to talk about the shit that happens. We're doing this thing that is transformational and I understand that they have to deal with a lot of other shit in their life.

Nathan: *I cared! I cared that the student finished and I cared about their learning. I spent the time needed to make that happen.*

Sally: *(I have) compassion for all persons that are my students. I think like the Buddhist saying, every person is doing the best they can, given their level of consciousness.*

Good listener and communicator

Table 2 shows that about half of the mentors said being a good listener and communicator helped them be effective with students. Some examples of these comments are as follows:

Bob: *I'm a good listener in helping students to listen to what they are talking to me about relative to their interests, in helping to guide them in the right direction, I'm not quick to insert my own interests and motivations into the equation. I help them as they talk to me about what they are interested in.*

Lisa: *I'm good at clearly explaining things and in phrasing things in a way that they'll understand.*

Peter: *(I practice) alter-centrism and communication competence which is the focus on the other and involving them in the conversation, not just telling them what to do, asking them questions . . . Inviting and integrating their perspectives and understanding are key in the process.*

High expectations

Table 2 also shows that about half of the mentors said they had high expectations and uncompromising standards; they demanded students to reach those expectations. Some examples were as follows:

Zeke: *Students will become frustrated with me as the chair because I'm asking them to work harder or do something different.*

Lisa: *I get to know people, that is my job, I understand what they're dealing with in their larger life and I have compassion integrated with the high expectations.*

Peter: *I care enough to push them to be the best they can be.*

Alan: *They need to realize by the time of the defense, they should be one of the nation's experts on their topic.*

Bob: *I balance patience . . . the understanding that the doctorate is very challenging and everyone works at a different pace, combined with clear communications of my expectations, and I balance patience with high expectations.*

Collaborative

Some of the respondents (40%) said an interpersonal strength was their ability to work collaboratively with students. Some examples of these comments are as follows:

Bob: *There is an inherent hierarchical relationship, but I view them as my colleagues. I don't see myself as better or smarter. I feel like we are collaborators . . . that I will help them produce a good educational experience for them and contribute to the scholarly literature.*

Mary: *I work quite hard to level the power imbalance between doctoral student and professor . . . this is not revolutionary in other settings, but at my university, it was quite a big deal getting them to call me by my first name. So by the end of their time here, they are calling me by first name and starting to view me as a peer.*

Peter: *I move the locus of control (LOC) from me (know-all/be-all) to the student; I am "other-centered." I demonstrate the move of LOC from me (the expert) to giving students credibility, we're in this together, let's figure this out, we are going to be proud of this.*

Walt: *I don't care for professors who treat students like minions for their grant projects. I don't treat my students*

that way. I see them as colleagues and as friends and continue to be friends for years.

Honesty

Some of the mentors (36%) said honesty was an interpersonal skill that helped them to be an effective mentor. They said they were honest, open, authentic, responsible, trustworthy, and someone students could count on. Although it could be argued that honesty is a trait not a skill, nevertheless, these mentors felt it was an important characteristic. Some mentors said it took honesty to give difficult feedback. Some of the comments are as follows:

Nathan: I am honest. I gave positive reinforcement for good work. I told them when they did not do good work and what they needed to do to do good work.

Inge: I'm not afraid to give difficult, challenging feedback . . . feedback can be hard to receive, because people take it personally . . . I am concrete, specific, tough, while being as kind as I can be. I know it's hard to receive feedback . . . feedback feels personal. I provide specific feedback and provide encouragement at the same time, I try to be tough and kind at the same time.

Fran: I'm honest about how the process works for me. I share my own successes and failures. I normalize the experience of rejection from journals. When they understand that everyone, including faculty, experiences rejection from journals, they begin to understand the process more clearly.

Patient and flexible

Some of the mentors (33%) said their patience and flexibility made them effective in their role. For example, comments of this type were as follows:

Fran: I am approachable and patient with the student and with the process, but I also add some pressure to get them to meet deadlines.

Karen: I know I can't treat a person badly because I have a sense of urgency. I model patience for students. We talk about how impatience shows on your face sometimes . . . when I teach, I'm not just teaching, I'm modeling how to treat other people.

Zeke: From a patience standpoint, a student will become frustrated with me as the chair because I'm asking them to work harder or do something different, and I have to be patient with their emotions and enable them to emote. There are times when I've gotten angry and had to take a hard line with the student because that is what the student needed.

Respectful

In the last theme, mentors said they were respectful. Some of the mentors (19%) felt their ability to show respect for their students helped them to be effective. For example, one comment along this line was as follows:

Bob: I am respectful of students and their capabilities and needs. At the same time, I have high expectations.

RESEARCH QUESTION 2: ACCORDING TO EFFECTIVE MENTORS, HOW IMPORTANT IS IT TO NURTURE GOOD RELATIONSHIPS WITH STUDENTS?

Eighteen respondents (86%) gave some combination of the following responses to this question: "essential," "critical," "extremely important," "vital," "fundamental," or "very important." Three people (14%) said it was "important" to nurture good relationships with students. None of the mentors said it was unimportant to nurture a good relationship.

RESEARCH QUESTION 3: WHAT DO EFFECTIVE MENTORS DO TO NURTURE GOOD RELATIONSHIPS WITH STUDENTS?

In Table 3, we presented the results of the confirmability analysis for the mentors' response to the question, "What do you do to nurture good relationships with students?" The two coders agreed on three main themes, indicating that the mentor is: (a) trustworthy, as 95% of the respondents mentioned (the two coders' counts were in agreement 100% of the time); (b) able to create personal relationships outside of the professional one, as 55% of the mentors mentioned (the two coders' counts were in agreement 95% of the time); and (c) realistic about time, as 24% of the mentors mentioned (the two coders' counts were in agreement 100% of the time). The high rate of agreement between the coders speaks to the confirmability of the findings.

Table 1. Research Question 3: Themes, Percentage Agreement, and Percentage of Respondents Who Mentioned Each Theme

Theme	Coder 1	Coder 2	Agreement	Respond-ents
			%	
Mentor behaves in ways that proves self to be trustworthy.	20	20	100	95
Mentor creates personal relationships outside of the professional one.	11	12	95	55
Mentor is realistic about time.	5	5	100	24

Mentor is trustworthy

The most frequent response to this question pertained to mentors' voicing their trustworthiness. Almost all of the mentors (95%) made this kind of comment. According to Tschannen-Moran (2003), a student's trust increases when the mentor exhibits these four qualities: honesty, competence, benevolence, and reliability. We categorized all comments pertaining to these qualities as instances of trustworthiness. Some examples of these comments are as follows:

Bob: I'm not best buddies, but it's important to know about them as people and they must trust that I'm working in their best interest . . . what makes them tick . . . what their needs and interests are . . . you can only learn that by building up a personal relationship built on trust . . . that they trust me to act in their best interest and I trust them to be honest and open with me about what their needs, and interests and challenges may be. You can only get to that point if you are building a strong relationship with students over time.

Helen: I can't stress enough how important it is to have them see you care for them and have their best interest at heart . . . that you want them to finish and succeed . . . I do that from Day 1, from the time they interview with us to be admitted . . . I know and care about them and their families. I am truthful and consistent with them.

Mary: That's why I do this work. I genuinely love my students and genuinely care about my students I feel like everything needs to come from that space.

Nathan: This is the most intimate relationship between teacher and student. You need to (establish a good relationship) as best you can. I keep it on the business level, but I understand the pressures they are under in their personal life. You need to be aware of the personal pressure they're under to the extent they are willing to reveal it.

Peter: They can be self-motivated, but without developing trust, you're not going to get them to the level that is necessary for a quality product.

Alan: If you have a good relationship, you can tell them even the bad stuff and they'll accept that . . . they know you're not saying it out of malice. Some faculty say it's my way or the highway, but I think relationships are important.

Mentor creates a personal relationship outside of the professional one

Some of the mentors (55%) claimed this was an important part of nurturing relationships with students. Some of the quotes are as follows:

Tom: I was inviting them into the family of scholars. We wanted to open our lives to our students. We wanted to share our good fortune with our students. It changes everything when you have them to your home; it becomes a more intimate relationship.

Fran: I establish a personal connection. I talk to them about my daughter and my cats . . . I want them to see me as a whole person and I want to know them as a whole person, not just as a student. We try to have fun events in our program . . . to go to fun events together . . . to basketball games and picnics. Our meetings are not only about work. When we meet, it isn't just about the task to be accomplished.

Olivia: I get personal. The students are my collaborators and many of them become my friends. I involve them in my life, because life is not just academia, but it's also my personal life. The boundaries between what is school and what is work and what is life become blurred. They are invited to join the whole chaparral . . . (At this point in the interview, the respondent laughed. Researcher note: a chaparral is a biome in the southwest of the United States [where respondent lived, "a dense growth of shrubs or small trees" from dictionary.com].) There is a whole spectrum of what is to live a life as a scholar from dinner parties to conferences to late night meetings and all that stuff.

This theme revealed that some mentors felt it was important to see the student as a whole person and the mentor should present self as a whole person, acknowledging the connection between the professional self and the personal self. They also thought it was beneficial to recognize that personal stressors will necessarily bleed into one's professional sphere. So, knowing each other meant understanding and accommodating to personal trials.

Mentor is realistic about time

Some of the mentors (24%) felt part of creating a good relationship with the student had to do with timely communication and teaching the students a realistic attitude about the time required to write the dissertation. The importance of this theme was said best as follows:

Peter: Timely communication is a big part of nurturing the relationship, it demonstrates that I care about the project and I care about the person. I've heard it from so many people. It demonstrates care; it builds trust. It demonstrates leadership. People feel like they're taken care of when I respond promptly. It is huge (in impact) and doesn't take a special skill set . . . I work at responsiveness (timely feedback and responses) as a principal and leader in a school, it banks trust, if I make a mistake, the trust account is a little savings account I can draw on.

Ellen: I emphasize the importance of timetables . . . work backward on timetables so they have goals to strive for. When do you want to graduate? Then we break the parts of the dissertation down and set a due date for each milestone. I provide structure. It's a flexible blueprint.

Nathan: I tell them they must devote 15 hours a week, every week until [they] finish. That's what it takes . . . if you can't do it, you might as well give up now. If you can't put that kind of time in now, the deadline is just going to get extended. Don't get angry and upset about it, that's just what it takes, timewise. I'm empathetic to your other pressure, but I don't want you to be in a fantasy world.

The focus on time is a two-part strategy; it entails helping a student to set and keep to a time schedule for completion and part of keeping the time schedule is providing quick feedback. Both of these strategies are easy to master and require little time and energy investment by the mentor, and we predict both will have a powerful impact on the student's success.

RESEARCH QUESTION 4: ACCORDING TO EFFECTIVE MENTORS, HOW IMPORTANT IS IT TO CREATE TRUST WITH STUDENTS?

Sixteen respondents (76%) said trust is "critical," "essential," "absolutely vital," fundamental," or "really important." Three respondents (14%) said trust is assumed in the relationship. And two mentors (10%) said trust is "important." None of the mentors said trust was unimportant.

RESEARCH QUESTION 5: WHAT DO EFFECTIVE MENTORS DO TO NURTURE TRUST WITH STUDENTS?

In Table 4, we presented the confirmability analysis for responses to the question, "What do you do to nurture trust with students?" The two coders were in agreement at least 9X% of the time on the following themes, specifying that the mentor is: (a) honest, as 74% of respondents mentioned; (b) benevolent, as xx% of respondents mentioned; (c) consistent, accountable, meets deadlines, and gives timely feedback, as xx% of respondents mentioned; (d) competent, as 24% of respondents mentioned; (e) collegial, respectful, collaborative in relationships, as 26% of respondents mentioned); and (f) protective of the protégé, as 19% of respondents mentioned.

Table 2. Research Question 5 Themes, Percentage Agreement, and Percentage of Respondents Who Mentioned Each Theme

Theme	Coder 1	Coder 2	Agreement	Respond-ents
			%	
Mentor is honest, open, authentic, responsible, trustworthy, and someone students can count on, mentor allows herself to be vulnerable.	15	16	95	74
Mentor is benevolent and has student's best interest in mind and heart, and is supportive, accessible, caring, empathic.	14	14	100	67
Mentor is consistent, accountable, meets deadlines, gives timely feedback	7	7	100	33
Mentor establishes collegial, respectful, collaborative relationships.	5	6	95	26
Mentor is competent.	5	5	100	24
Mentor protects protégé.	4	4	100	19

Mentor is honest

Some of the respondents (74%) commented that they nurtured trust with students by being honest, open, and authentic. Some noted that part of being authentic has to do with opening up about one's own vulnerabilities. When the mentor is open, this provides a model for the protégé to act in kind. Some examples of these comments are as follows:

Helen: People think I am strict, I have high expectations, but I don't mislead. They know they are going to get my truth from me. They do hard work in my classes, but they would never say that I mislead them or that they can't trust what comes out of my mouth.

Inge: I'm honest with students about where they are and where they need to be. I don't hold back information. For example, if a student says, I want to graduate in December and they don't have a proposal done yet, I say that's not possible. Let's look at the timeline and go through step by step and see if you still think you can make that timeline.

Rita: I will share things about myself such as how I felt when I went through the dissertation process, I recall the feelings of the power differential under which I had to work as a grad student and the injustices under which I experienced with my cohort. I think there is some "street cred" that goes along with that.

Mentor is benevolent

Some of the respondents (67%) said they built trust by being benevolent and having the student's best interest in mind and heart, and by being supportive, accessible, caring, and empathic. Some examples of these comments are as follows:

Fran: They have to trust that we're acting in their best interest . . . to let themselves be vulnerable. They are not used to getting a paper back with lots of mark-ups. And we have to communicate that this is about us shaping them as professionals and not about us criticizing them. If you don't have that kind of (trusting) relationship with them, they are not going to hear that feedback in the same way and they're not going to use it to develop.

Nathan: How can you feel confident that the help your mentor is giving you is in your best interest, as a student? You need trust to do that. Some mentors exploit their students and take their ideas. Crick and Watson are great examples of this. They took the ideas of Rosalind Franklin, who worked for them, and went on to get a Nobel prize, but did not give her credit.

Nathan provided a counter-example, showing what happens when the mentor is not benevolent and does not have the protégé's best interest at heart, but instead exploits and uses the protégé for self-promotion. When this happens, trust breaks down and the relationship is doomed to failure.

Mentor is accountable

Some of the respondents (33%) said they nurtured trust by being consistent, being accountable, meeting deadlines, and giving timely feedback. Examples of this theme are as follows:

Ellen: If they hand it in Sunday, I will get back to them Wednesday or Thursday at the latest. This is what establishes trust.

Inge: I give feedback in a reasonable timeframe . . . I tell students to stay on me and I give them permission to pester me if they don't hear back from me in a reasonable time period. Don't just sit and wait, if I don't get back to you in 2 weeks, it's fallen off my plate and I invite you to pester me. I think in hearing about other students with other advisors, timeliness of feedback can be a real stumbling block.

Mentor is competent

Some respondents (24%) claimed they established trust by providing competent advice and guidance. An example of this theme is as follows:

Chris: Students quickly figure out that I'm going to respond to them and give them good guidance and good, honest feedback. If I think they are going in a wrong direction, I'm going to give a rationale and explain why I think they may be going in a wrong direction. By giving resources and support and extending my responses, that helps establish trust.

Mentor establishes collegial, respectful, collaborative relationships

Some of the respondents (26%) said they nurture trust by establishing collegial, respectful, collaborative relationships with protégés. An example of this theme is as follows:

Fran: We see our students as partners at the appropriate level. We get questions about how our students are involved in research. They are used to a situation where they are given a stack of work to do, but we are good at giving students ownership and conveying that we value their contributions . . . that we value their knowledge and intuitions and that goes a long way to help them feel valued.

One mentor offered the following anecdote about a counter-example; he talked about what happens when students are not treated as colleagues and how mentors can harm students when they are insensitive about how their power status affects the student:

Nathan: The mentor has to have impeccable behavior with the students and with others. The unequal relationship has to be treated carefully. Many of our colleagues work at high professional standards. This is not quite an

equivalent analogy, but it's close . . . When I was provost, women complained that lighting on campus was not safe. I checked the level of the lighting scientifically and it passed muster on the candlelight meter. It did reach the required standards, but the women said they did not feel safe. My wife told me, it doesn't matter if the lighting passes muster at some arbitrary required level, what matters is if women feel safe. So, you better get on it and do something to help them feel safe. The same goes for the student–mentor relationship. A mentor may say something that they think is acceptable, but what matters is how the less powerful student receives the statement . . . the receiver may feel it as ridicule or threatening. We never go through mentor school. Mentors need to be sensitive that they are in a relationship with an unequal balance of power. Mentors need to understand that they are in a position of power and they may perceive that what they say is objective and not hurtful, but it may actually have an adverse effect on the student and be perceived as hurtful.

Mentor protects protégé

The final theme pertained to protection. Some of the respondents (19%) said they established trust by protecting students from the unpleasant and political interactions that sometimes occur in academic departments. Some examples of this kind of comment are as follows:

Alan: *You need to help them navigate the political landscape. At the university, there is a political landscape. They need to know how to navigate red tape and personalities . . . We do not need people on the committee who are going to spend all their time pontificating on their accomplishments. I teach them about organizational politics.*

Walt: *They know I have their best interest in heart; one called me a mother bear, I try to protect them and keep the crap from hitting their head.*

Tom: *I placed one student with a professor, and she told me something that happened and I knew it was not a good placement, a week later I moved her somewhere else. I take them away from sources of stress is important [sic].*

The qualitative data above provided by the 21 mentors in our sample presented valuable insights about a) the importance of establishing trusting relationships with protégés and b) a set of interpersonal skills and behaviors needed to do so. These insights will be discussed in the following section.

DISCUSSION

WERE THE HYPOTHESES SUPPORTED?

The hypotheses were supported by the data. In general, the mentors felt that it was very important to nurture relationships with students grounded in trust. Moreover, we predicted that mentors would describe themselves in the language of tough love. This hypothesis, too, was consistent with the data; mentors felt the quality that made them effective mentors was the ability to practice tough love as we have defined it, that is, the ability to be demanding and trustworthy. Sometimes, this meant the mentor had to deliver tough feedback to the student and had to motivate the student to work harder and aim higher. Mentors said this was sometimes difficult to do, but it was an essential part of their role.

ARE THESE FINDINGS CONSISTENT WITH PRIOR LITERATURE?

The findings are consistent with Tschannen-Moran's theory (2003) that a trusted educator must embody honesty, competence, reliability, and benevolence. In addition, these findings were consistent with prior research on the characteristics of effective mentors. For example, effective mentors are respectful, empathic, patient, flexible (Woolderink, et al., 2015); caring, accessible, supportive, sociable, open-minded, optimistic, organized (Barnes, Williams, & Archer, 2010; Grant, et al., 2014; Orellana, et al., 2016); insightful team players and possessed strong coaching, decision-making, and listening skills; and are reflective learners (Ehrich, Hansford, & Tennent, 2004; Grant, et al., 2014; Khene, 2014). Good mentors keep a confident and encouraging tone (Kram, 1985; Baker & Pifer, 2011; Vekkaila, Pyhältö, & Lonka, 2013; Woolderink, et al., 2015).

These findings are also consistent with Kolb's experiential learning theory (ELT; Kolb, 1984) which posits that a protégé can make the transformation to independent scholar through a series of developmental steps that proceed from a) concrete experiences and observations to b) critical reflection to c) the creation of abstract mental models that help him make sense of his concrete experiences to d) a return to the concrete world to stage experiments to test the validity of his abstract mental models. ELT is especially important in the context of a mentoring relationship; with ELT, the emphasis is on the protégé thinking on his own to construct the mental models. That is, he must learn to construct these mental models without asking the mentor for "the answers." This kind of independent thought process is the hallmark of doctoral level thought. Sometimes there is tension between the mentor and the protégé because the protégé may experience anxiety as he struggles to create sensible and logical abstract mental models. And, this is where the "tough" part of tough love mentoring comes into play. The mentor may feel an urge to "give the answers" to ease the protégé's anxiety. However, we believe the mentor must learn there is value in the struggle. She must learn to stay out of the way and to let the protégé experience the learning and growth that come from the struggle.

These findings also fit with attachment theory because students who have a secure attachment to their mentor will be able to take the risks necessary to learn, they will be able to move outside their comfort zone and try something new, explore new ideas and learn new skills without an excessive level of anxiety. See Best (2011) and attachment theory for more on this.

WHAT IS NEW THAT WE DID NOT EXPECT TO FIND?

Collegiality is an emergent theme from the study that was not predicted. It adds a third dimension to the tough love mentoring model, that of shared authority. We believe this is a developmental phenomenon because as the student develops more competence the mentor can remove more and more of the supports (scaffolding) until, by the end, the student can stand alone without supports. This has to do with the development of the student from immature, dependent student to mature, autonomous scholar. Collegiality is at the mature end of this continuum, and occurs when students have gained a wealth of skills and knowledge and are ready to launch into the life of an independent scholar and contributor to the cannon of knowledge. It is useful to point out that Mary did not say the students viewed her as a peer in the beginning. It was not until the end of the program that this happened; there is a need to be aware of the developmental transition in the power balance. In the beginning, the mentor has most of the power. However, as the student grows in competence, the power becomes more evenly distributed, as students and mentors work closely together. Finally, the required transformation happens when the student becomes an autonomous, independent scholar. Schunk and Mullen (2013) wrote forcefully about this and claimed that the model of mentoring must incorporate the theory of self-regulated learning. They concluded by saying that mentoring can only be considered successful if the student learns to regulate considerable learning, which is a healthy sign of autonomy.

Caring for the student as a whole person

We did not expect to find so many mentors emphasizing the importance of sharing of themselves personally and engaging with the student at a personal level. However, this is consistent with research that showed effective mentors cared for the student as a whole person with a life, interests, commitments, and passions outside of the student role (Martinsuo & Turkulainen, 2011; Paglis, Green, & Bauer, 2006; Salani, Albuja, & Azaiza, 2016; Southern, 2007; Woolderink, et al., 2015).

WHAT DOES THIS STUDY ADD TO THE PRIOR LITERATURE?

This research expands the benevolence part of the construct of authoritative pedagogy to include honesty, competence, and reliability (i.e., all four dimensions of trust). It also presents the expanded version of authoritative pedagogy as tough love theory. High expectations and growth demands are part of the tough love style that pushes students and puts them in risky situations in which they have

to stretch and grow. Mentors need specific strategies on how to establish expectations that will push the student to grow.

Mentors must place demands on the students to conform to certain standards of writing; moreover, mentors must demand that students live up to their potential and mentors' expectations. The mentors' benevolence is defined as a tendency to act in the students' best interest; sometimes that action means requiring the students to perform difficult tasks. The students then must be willing to be vulnerable to the mentors, vulnerable in the sense that they must be willing to try the difficult tasks and possibly fail. The students have to trust that the mentors are fair in judging their abilities as students, that the mentors would not set them up for failure. In the nation as a whole, the students' risk of failure in a doctoral program is about 50%. For the students of the mentors interviewed in this study the risk of failure is much lower, about 10%. We believe the reason for the reduced risk for students with the mentors in this study is due to the emphasis on trust and demandingness. When mentors and students establish trust, mentors can practice tough love and guide students to successful dissertation completion. However, this is only conjecture. The study was not a correlational study, so we cannot draw firm conclusions about correlations and certainly, we cannot draw conclusions about causes with data of this type.

All mentors will have their own style of practicing tough love. For some, it is as simple as helping the students set deadlines and holding them to those deadlines, providing feedback on written drafts, and requiring students to keep rewriting until the mentors' expectations are met. Other mentors get much more involved in brainstorming, editing, and detailed discussions of the students' work. We believe the best mentors will do everything in their power to help the students reach those high standards and expectations.

We posit that growth sometimes requires a forceful push from trusted mentors. Moreover, the trusted mentors will create "dangerous" situations in which there is risk for failure. These "dangerous" situations can evoke anxiety that fuels learning and growth. An example of a "dangerous" situation is when mentors present a task that stretches the students' ability. The students may fear that they will fail at the task, which makes it dangerous. For the mentors to bring about growth, they must force the students to take a risk, to move outside their comfort zone, to risk failure; this kind of change requires confrontation, challenge of the status quo, making it so the students' current state of consciousness is uncomfortable – uncomfortable enough that they have to grow and develop new cognitive, social, and life skills to feel comfortable again. Growth is not just uncomfortable, it is dangerous; there is risk involved, failure is possible; the only way the journey can be completed without a great deal of anxiety is when the mentors have nurtured a strong relationship grounded in trust. There will usually be some anxiety because that is part of healthy growth and taking risk. However, too much anxiety can be debilitating. The presence of trusted mentors can help keep the levels of anxiety in check. We believe this trusting relationship will propel the students forward to take necessary risks and ultimately to successful completion of the degree.

When mentors betray students' trust

Also, there is a serious problem when the mentors abuse the students and exploit them as a low-paid minion in a larger research project. One respondent, Walt, made a comment along these lines. Betrayal can harm and even destroy the trust relationship. If this happens, the students are at risk for debilitating anxiety and we believe they will be less likely to complete the degree.

Anger

Part of being trustworthy has to do with being honest and authentic, allowing oneself to be known, and being willing to share one's true thoughts and feelings. One respondent, Zeke, honestly admitted he sometimes felt anger when students did not meet his expectations. We suspect the root of that anger was benevolence, the tough side of benevolence. It appeared he was angry because the student was not living up to his potential. The root of the anger appeared to be an other-centeredness, a de-

sire for the student to be the best he could be. Although perhaps well-motivated, this mentor showed an attachment to the student that was out of balance and too intense. Mentors in this situation should heed the feelings of anger as a warning and realize they need to develop a nonpossessive valuing of the students, a nonpossessive benevolence. If mentors are so invested in the students' success that they become angry when students fall short, that is a sign that mentors need to let go a little bit. "Let go and let God," as a wise person once said (Mossi, 1993).

WHAT NEW QUESTIONS AND RESEARCH IDEAS EMERGE FOR FUTURE RESEARCHERS IN THIS AREA?

A next logical step for this line of research would be to conduct an empirical study to test the correlation between mentors' tough love and student success. Another area of future research is a study of the developmental progression of students from dependence to autonomy. It would also be helpful to learn whether students are more successful if the mentors are talented at discerning the students' developmental stage and talented at directing their mentoring to the students' developmental needs. So far, we have written about the impact of student trust in the mentor, but it is also useful to consider the impact of mentor trust in the student. Future studies should look at whether mentoring relationships are more successful when the mentor trusts the student.

Many mentors talked about establishing a personal relationship in addition to the professional relationship with the students. Related to this, many noted that communication between the student and the mentor must include mutual awareness of the personal stressors in each other's lives. For example, if a student is going through a divorce or a stressful medical diagnosis, the mentor needs of be aware of this and make accommodations on deadlines. Mentors need to show flexibility in this area.

Timely feedback is defined different ways by different mentors (three or four days for Ellen and as long as two weeks for Inge). This brings up a new question as to what is a reasonable timeframe for feedback. Certainly, there will be some variation from one mentor–protégé dyad to the next. This question goes beyond the scope of the current study, but is a useful topic for future research.

There is need for more research about the issue of relationship boundaries between mentors and students. How much closeness, sharing, and intimacy is ideal? Intimacy, in the sense of sharing thoughts and feelings and getting to know each other is important. We need to know each other to establish a productive and healthy rhythm to our collaborative work. But, there must also be limits to that closeness. Where should the lines be drawn and what are the communication processes needed to establish those lines?

STRENGTHS AND LIMITATIONS OF STUDY

The mentors in this study varied in terms of years of experience and number of students served; they also represented diverse programs around the country. We considered these mentors effective, as measured by student graduation rates and number of dissertation awards received. We feel dissertation mentors (chairs) in all programs can benefit from the insights they shared. A limitation of the study is that the nominations of "excellent" mentors was a subjective assessment of the nominees; however, based on the background data we collected on graduation rate for each mentor and number of students who won awards, the selection process seems to have identified effective mentors. Whether these mentors qualify as "excellent" is a debatable topic that goes beyond the scope of our study.

The study possessed strong construct validity as the interview questions had been carefully mapped onto the scholarly questions that framed the study. With regard to conclusion validity and internal validity, we cannot say whether the characteristics of tough love *caused* the mentors in our sample to have high graduation rates and high quality dissertations. Perhaps if we studied mentors with low graduation rates and low quality dissertations, they would also describe themselves in tough love terms. We have not established a correlation with this research. But that was not our purpose. We did

not set out to conduct a correlational study. Our purpose was simply to talk to effective mentors to generate ideas and begin the process of developing a theory of effective doctoral student mentoring and we think we have achieved that purpose.

IMPLICATIONS FOR MENTORING PRACTICE

Our research indicates that it is essential for mentors to nurture relationships with students that include trust and high expectations, a combination of qualities that we have named tough love qualities. What can mentors do to accomplish this? Some examples drawn from our data indicate that mentors should (a) let students know in words and action that they care about them and want them to be successful; (b) always be honest with students, which can be difficult when the student's work does not meet expectations, but mentors must learn strategies to give tough feedback with caring language; (c) learn to read each student's level of ability and set goals that require the student to stretch their abilities; (d) be uncompromising in their demands for student growth; (e) help students set realistic deadlines; and (f) provide quick feedback to students' drafts. The mentoring relationship is a dynamic one; both the protégé and the mentor will grow and change over the course of the relationship. It is important to note that as the students become more independent and autonomous, they will no longer need the mentors to set the goals and demand high levels of performance. Eventually, the protégés will become self-regulating and will set and achieve goals on their own (Schunk & Mullen, 2013).

IMPLICATIONS FOR ADMINISTRATORS OF DOCTORAL PROGRAMS

It takes a great deal of time to nurture trust-based relationships with students and this time is not rewarded in tenure and promotion decisions. We would like to recommend that administrators give greater weight to successful mentoring when awarding tenure and promotions. In addition, administrators need to provide time and collegial opportunities so faculty can develop these relationships with students.

CONCLUSION

We believe these results can be generalized beyond the context of doctoral student mentoring. We believe tough love is essential not just in mentor-student relationships, but in all teacher-student relationships at every level of education and in all parent-child relationships. The tough love theory claims teachers will be more effective if they act in ways that earn the students' trust (benevolent, competent, reliable, and honest). If the teachers are successful in this, the students will begin to see them as an ally rather than an adversary. This is consistent with dialectical behavioral therapy (DBT; Chapman, 2006) in a therapeutic setting; the therapists strive to have the patients view them as an ally rather than an adversary. Tough love is an expanded version of an authoritative pedagogical style that includes all dimensions of a trusting relationship, not just the benevolence piece. High expectations and strong demands push students and children to take risks, to grow, and to learn; the element of trust assures them someone will be there to catch them if they fall.
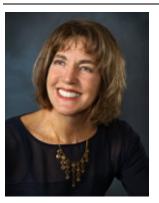
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