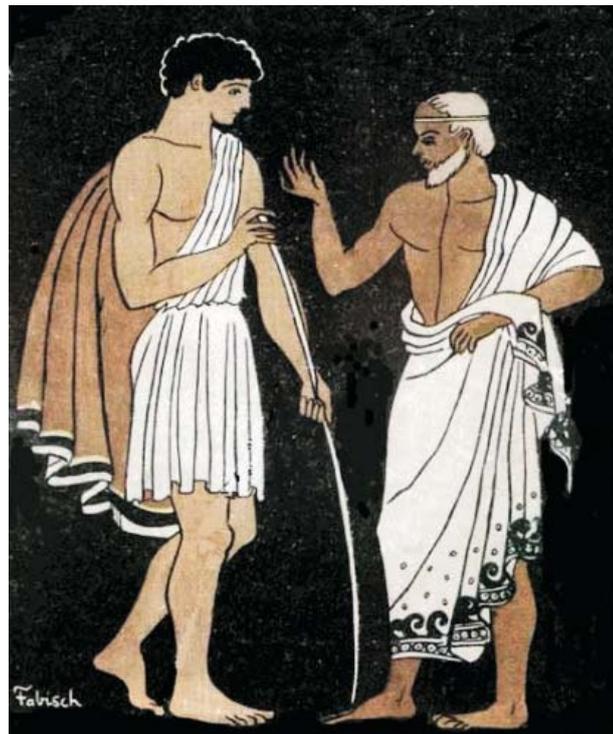


Minna Tunkkari-Eskelinen

Mentored to Feel Free

Exploring Family Business
Next Generation Members' Experiences
of Non-Family Mentoring







ABSTRACT

Tunkkari-Eskelinen, Minna

Mentored to Feel Free: Exploring Family Business Next Generation Members' Experiences of Non-Family Mentoring

(Jyväskylä: University of Jyväskylä, 2005, 233 p.

ISSN 1457-1986; 44)

ISBN 951-39-2267-7

Finnish Summary

Diss.

The purpose of this study was to create a substantive theory of non-family mentoring that can be applied to the use of family businesses. The experiences of non-family mentoring were explored by using a Grounded Theory approach and the data was gathered through in-depth interviews from seven next generation members (NGM).

In this study, the essence of non-family mentoring is discussed from three perspectives of freedom. The feeling of freedom covers the NGMs' aspirations that coincide with different phases in their preparation. First, freedom to personal mastery reveals the NGM's aspiration to create own area of applying one's capability. Due to the effective experience of non-family mentoring, the NGMs are capable of independent self-development. Paradoxically, the ultimate goal of mentorship is that the mentor, as a master, makes him/herself dispensable. Secondly, it is proposed that a business family has an ambivalent influence on the NGM, as both the motive for using non-family mentoring and the source for the creation of personal mastery. Thirdly, mentoring characterises a learning environment where freedom can be exercised. Non-family mentoring facilitates both the personal and professional growth of the NGM by providing the conditions for trustful relationship and a free forum for interaction between a mentor and a mentee. In other words, non-family mentoring appeared, next to parenting, to be a necessary catalyst for the NGM's inner growth process during the preparation periods. In this study, mentoring is defined as an educational approach.

Three goal-orientated types of non-family mentoring, such as career-challenging mentoring, socialising mentoring, and 'neutralising mentoring' are presented as implications into practice. Mentoring practices in terms of cumulating experience and knowledge are important especially now during the times of retirements processed not only family business successions.

Key words: Grounded Theory, family business, business family, succession, next generation, preparation process, mentoring, personal mastery, freedom

Authors' address Minna Tunkkari-Eskelinen
Melakuja 5 D
40520 JYVÄSKYLÄ
FINLAND

Phone: +358 50 599 0888
E-mail: minna.tunkkari@confidentum.com

Supervisors Matti Koiranen
School of Business and Economics
University of Jyväskylä, Finland

Anita Malinen
Faculty of Education Science
University of Jyväskylä, Finland

Reviewers Seija Mahlamäki-Kultanen
Research Centre for Vocational Education
University of Tampere, Finland

Annika Hall
Department of Entrepreneurship, Marketing and
Management
Jönköping International Business School, Sweden

Opponent Seija Mahlamäki-Kultanen
Research Centre for Vocational Education
University of Tampere, Finland

ACKNOWLEDGEMENT

This study would have never been finished without the positive sentiments of my interviewees as well as their sense of responsibility in contributing to family business research. Thank you David, Joe, Michael, Sarah, Tanya, Tracy and Vicky for sharing your experiences with me and making meaningful things happen.

I own gratitude to my innovative supervisor Matti Koiranen who has walked by me all these years. Thank you for mentoring and supporting me to achieve my own mastery in terms of family business research. Thank you Anita Malinen, my other supervisor, for a professional friendship and many enlightening experiences. You have mentored, coached, guided and challenged me, and believed that I could contribute to a field of education. I would also like to thank the reviewers; Annika Hall has been my inspirer and role model of family business academics, and I have been privileged to receive comments from Seija Mahlamäki-Kultanen, whose work in Grounded Theory research I admire. I thank you both for being interested in my views and also for your valuable comments.

I am grateful to many people from both academic and practical fields. Marja-Liisa Kakkonen, Mareena Löfgren, Päivi Penttilä and Anu Puusa deserve my deepest gratitude for always being 'there for me'. Also discussions with several people, such as Anna-Maija Lämsä, Mikko Mustakallio, Ilpo Peltomäki, Sakari Oikarinen, Eero Tourunen and Meri Vehkaperä have helped me to deepen my understanding on the subject.

I thank Emeritus Professor Miguel Ángel Gallo and my tutor Kristin Cappuyens at IESE for your warm and positive encouragement. Several family business experts at FBN conferences and IFERA meetings have helped me with their comments. I would like to thank especially Joe Astrachan, Barbara Dunn, Pramodita Sharma and John Ward.

For the financial support I would like to thank Foundation for Economic Education, Waldemar von Frenckells Foundation, Jenny and Antti Wihuri Foundation, Jyväskylä Commercial Society Fund, Small Business Center Foundation, The Finnish Foundation for Economic and Technology Sciences – KAUTE and Yksityisyrittäjien Säätiö. You had great faith that the object of my interest was worth studying.

I thank my dear friends Annika Dahlström for translating the quotes and Virpi Sipilä for revising my Finnish text. For the revision of the English text I am indebted to Michael Dutton from University of Jyväskylä Language Center.

I am grateful to my husband Marko; without your love, understanding and overall support I would not have been able to start and complete this process. Finally, I dedicate this report to my big brother and 'family mentor' Jarmo Tunkkari who guided me to the field of business, and who is always honest and believes in my potential.

LIST OF FIGURES

FIGURE 1	The axial coding paradigm	36
FIGURE 2	The components of the main category of business family	42
FIGURE 3	The components of the main category of mentoring	77
FIGURE 4	The components of the main category of personal mastery	115
FIGURE 5	The core category linked to the main categories	152
FIGURE 6	Theorising the essence of non-family mentoring	178

LIST OF TABLES

TABLE 1	Family business definitions	16
TABLE 2	Mentoring definitions	20
TABLE 3	The interviewees' formal business education	44
TABLE 4	The family members involved in business	49
TABLE 5	Relevance of the category of business family	66
TABLE 6	Relevance of the category of mentoring	108
TABLE 7	The commitment stages of interviewees	119
TABLE 8	The prioritised strengths of the interviewees	128
TABLE 9	Relevance of the category of personal mastery	143
TABLE 10	The types of non-family mentoring	182
TABLE 11	Summary of mentoring forms	188

CONTENTS

ABSTRACT

ACKNOWLEDGEMENT

LIST OF FIGURES AND TABLES

1	INTRODUCTION.....	11
1.1	Aim, scope and boundaries.....	12
1.2	Main concepts	13
1.3	Structure of the report.....	14
1.4	Family business research.....	15
1.5	Mentoring studies.....	18
2	METHODOLOGICAL CHOICES	24
2.1	Grounded Theory approach	24
2.2	Research process	29
2.3	Coding procedures	32
2.3.1	Open coding	33
2.3.2	Axial coding.....	35
2.3.3	Selective coding.....	37
2.4	The next generation members (NGMs).....	38
3	BUSINESS FAMILY INFLUENCE	41
3.1	Preparation periods.....	43
3.1.1	Early socialisation.....	43
3.1.2	Formal education.....	44
3.1.3	Variety of work experience	46
3.1.4	Increase in responsibility	47
3.2	Other family relations	48
3.3	Succession signals.....	51
3.3.1	Planning intention	53
3.3.2	The pain of letting go	54
3.3.3	Aim for business renewal.....	55
3.4	Business parenting.....	56
3.4.1	Role differentiation.....	57
3.4.2	Business priority	58
3.4.3	Encouragement	59
3.4.4	Critical feedback	60
3.4.5	Respect	62
3.5	Communication	63
3.6	Discussion: The need for non-family mentoring	65

4	MENTORING AS AN EDUCATIONAL APPROACH.....	76
4.1	Mentoring forms	77
4.1.1	Mentorship frames	78
4.1.2	Physical location	80
4.1.3	Purpose and initiation.....	81
4.2	Trust.....	83
4.2.1	Intimacy	84
4.2.2	Chemistry.....	84
4.2.3	Shared interests.....	85
4.3	Existence: Mentor as a role model.....	87
4.3.1	A mentor as a person	87
4.3.2	Business experience.....	89
4.3.3	Exemplary behaviour patterns	90
4.4	Interactive element: Mentor's style	94
4.4.1	Showing interest	94
4.4.2	Challenging to self-reflect.....	96
4.4.3	Realistic feedback	98
4.5	Expression forum.....	101
4.5.1	Tailored information	101
4.5.2	Being allowed to speak up	103
4.5.3	Opening up.....	105
4.6	Discussion: Mentoring conditions.....	107
5	ASPIRING TO PERSONAL MASTERY	115
5.1	Role balancing	116
5.2	Commitment evolution.....	118
5.2.1	The first stage: recognising the option.....	119
5.2.2	The second stage: conscious career choice.....	121
5.2.3	The third stage: rational confirmation.....	122
5.3	Self-knowledge.....	124
5.3.1	Requirements	124
5.3.2	Sufficiency.....	125
5.3.3	Professional strengths	127
5.3.4	Self-confidence	129
5.3.5	'Entrepreneuriality'	130
5.4	'Managing patterns'.....	133
5.4.1	Decision-making	133
5.4.2	Rationalisation	135
5.4.3	Concern about leadership	137
5.4.4	Future aspirations.....	139
5.4.5	Best practice.....	140
5.5	Discussion: Personal mastery with the help of mentoring.....	142

6	INNER GROWTH THROUGH FREEDOM	152
6.1	Freedom to achieve personal mastery	154
6.2	Non-family mentoring for exercising freedom	165
6.3	Freedom from business family influence.....	170
7	A NEW LOOK AT NEXT GENERATION MENTORING	177
7.1	A substantive theory of non-family mentoring as a catalyst	177
7.2	Three types of non-family mentoring.....	181
7.2.1	Career challenging mentoring	183
7.2.2	'Socialising mentoring'.....	184
7.2.3	'Neutralising mentoring'	185
7.3	A definition of mentoring.....	187
7.4	Practical principles of non-family mentoring.....	194
7.5	Mentoring and parenting	198
7.6	Revisiting the relevance of the study.....	205
8	CRITICAL EVALUATIONS.....	209
8.1	Applied methodology and the outcomes.....	209
8.2	Suggestions for further research.....	214
8.3	Some concluding words	216
	TIIVISTELMÄ	217
	REFERENCES.....	220

APPENDIX

1 INTRODUCTION

Family businesses have gained a lot of attention in both academic and professional fields lately. Since a large amount of entrepreneurs are retiring, approximately 60 000 successions will be undertaken during the next few years. Succession is most often discussed as a technical matter. However, the human side should not be forgotten or sacrificed, as this is a relevant aspect while focusing on the less studied successor's perspective. In terms of exploring future business challenges, one question is how to encourage the next generation to believe their own potential and to help them to develop towards the goal of becoming a future leader and firm owner. Moreover, in the case of entering into the field of business, one new concern can be seen to arise from the need to transfer knowledge and experience from generation to generation: i.e. how is this best achieved?

This study provides the recommended approach of a non-family mentor, whose task is recognising the personal intentions of a next generation member (NGM), with the aim of empowering them to be a capable family business successor. Increasingly, utilising an outside perspective is recommended to business families in order to assist with the generational family business succession, and it is in this context that non-family mentoring is explored in this study.

In general, mentoring is a relationship between the mentee, as the less experienced next generation member, and the more experienced mentor, whom the former perceives as his/her 'master'. The mentorship between Aristotle and Alexander the Great, Socrates and Plato, Freud and Jung can be seen to exemplify this perception. Certain relationships can greatly influence a person's journey through life. We all have experience on a less grand scale of such an influential person in some period of our life. The experiences of the family business next generation leaders are discussed in this report in order to open up a new perspective on the essence of non-family mentoring.

1.1 Aim, scope and boundaries

This study aims contributing to the wider field of family business literature. There has been a lack of a defined discussion about non-family business mentoring, even if mentoring is quite often mentioned – only as one option – among family business professionals' presentations and writings. Therefore, the study first follows a broad question of "*What is the essence of non-family mentoring?*". Due to this goal, it is worth exploring how and when non-family mentoring is used, and more precisely, why and for what purposes is it conducted. These questions required me to understand *what is mentoring*, which is the second broad research question of this thesis. It was not possible to define all the limitations of the study beforehand. However, some boundaries are presented further on.

This study is a qualitative study following the principles of a Grounded Theory approach and inductive logic in terms of both the research process and the thesis report. Several other additional questions, to the above mentioned ones, helped to organise the interview data. These questions, which typically direct the analysis of a Grounded Theory study, are presented along with each chapter of the empirical analysis. However, not all of the questions are dealt with in-depth.

Mentoring is limited to the relationship between a next generation member (NGM)¹, referred to as a mentee, and a non-family mentor, who may work in a particular business, but who is not a parent or even a related to the mentee. The relevance of this differentiation is rarely considered among previous studies in this field. Here, the use of this particular research limitation was discovered to be necessary after a pilot search for the interviewees (described in more detail in Chapter 2).

The key focus of this study is the mentees' experience of non-family mentoring. During the data collection process, it appeared that non-family mentoring discussions were mainly conducted outside of the context of work. Therefore, the context of organisation is of secondary importance in this study. It should be emphasised that neither the business nor the family – as comprehensive entities – was the focus of this research. However, it should be noted that they are both relevant, to some extent, as they are interrelated to the experiences of non-family mentoring.

Russell & Adams (1997) have called for new views to be developed around mentoring studies. They have suggested that studies and literature from different fields should be integrated. Following this call, this study integrates perspectives from both mentoring and family business studies. In terms of mentoring, the perspectives of education studies and business literature appeared to emphasise different aspects. The latter provided a view of human resource management. The field of education studies has focused on an individual's learning and development, mainly in the context of alternative

¹ Next generation member is shortened as NGM further in this report.

educational institution. However, the use of mentoring as a development method, in terms of professional growth, was common to both fields. In this study, two different orientations towards mentoring exist, regarding its contribution to the current body of relevant literature. Due to the already complex combination of orientations, studies from the fields of social and health sciences are excluded, even if they are pioneers in mentoring practices.

The aim in this study is not only to make an academic contribution through a substantive theory of non-family mentoring as the study also provides some practical principles of mentoring for the use of family businesses, which confront many issues and challenges in the periods of succession. In the family business field, there is a shortage of family business successors. This study does not strictly focus on the process of or influential factors behind the choosing of successors by the business family or others. As an explorative study, the goal is to cover only the issues that are relevant to non-family mentoring –based on the interpretations of the NGMs’ experiences.

1.2 Main concepts

In this section, the main concepts that are used in this report are described. This will help the reader to follow the different discussions in the study with a clear understanding as some of the concepts used are being developed here. Further in the text, some concepts are defined more clearly as they appear.

In general, *mentoring* is perceived as a process-orientated method. The process is mainly comprised of one-to-one discussions between a mentor and a mentee. Since one of the main research questions of this study aims at defining mentoring, it is discussed more precisely as the result of the analysis and contribution to the field. Mentoring is not a synonym for a *mentorship*, which, in turn, means a relationship created between a more experienced person as a mentor and a less experienced developer, a mentee. A *mentor* is not necessarily older or higher in the hierarchy than a mentee. In this study, a *mentee* refers also to a next generation member (NGM) who is present here as an interviewee. In the literature, one may find the terms mentee, protégé, and actor used synonymously.

Business family is used here to describe the one or multiple generation members both in and outside of the business. In terms of roles, the NGMs represent professional roles in addition to the family roles they hold in both extended family and nuclear family. In the business family context, the roles at home are usually parent and child - ‘given’ roles - and the roles at work are boss and employee.

Business, as a term, describes both the operations and holistic structure of the firm, company, or other related forms. *Family business* is defined by following Koiranen’s (1998, 19) holistic definition, which is shown in Table 1. To summarise, family business is constituted by the controlling element of a

specific family, and its special characteristic is succession. This definition applies to all of the businesses involved in this study.

The term *business parent* is used here as a synonym for *predecessor*, a frequently used term in the literature, and describes someone who is a previous generation representative, and the one intending to let go of the business. In this study, only one NGM from the family was interviewed as a representative of the mentoring experience in a particular firm. Therefore, the individual preparing themselves for taking over the firm is referred to as a *next generation member* (abbreviated as NGM) or a *successor*, which is typically used in the literature.

Succession means transferring the business from one generation to the next. It is a process that comprises of deciding who will manage the company as well as who will control and own it. Following the traditional definition by Longenecker and Schoen (1978), succession is a process that begins before and continues after the acquisition of a new title and office by an individual, i.e. as it is presented throughout this study. From the next generation's viewpoint, the process of succession is dominated by the need for *preparation* to take over the responsibility for the firm. Here, such preparation involves the maturing process of the NGM.

1.3 Structure of the report

The structure of the report is based on inductive logic. This means that empirical evidence is mainly presented first as the most dominant element in a Grounded Theory study. Due to the principle of transparency in analysis, regarding credibility, a large number of quotations accompanied by the interpretations emerge in this report. It should be noted that the literature was reviewed and written *after* collecting and analysing the data due to a loyalty towards the selected methodological principles.

The first chapter of the introductory section comprises the necessary background elements and limitations of this study. There is also a brief overview of academic family business and mentoring literature. The latter is reviewed from the perspective of both business and education studies, due to an assumption that mentoring differs depending on the context. The methodology and research process are described more precisely in the second chapter of the report, in which the NFMs are briefly introduced also.

Chapters three, four, and five introduce the three main categories of the study. All of these chapters consist of empirical evidence, with the interpretations following the logic of analysis procedure explained in the methodology chapter. At the end of each chapter, the most important issues are summarised and discussed with the use of literature from the pertinent fields.

The theoretical foundation is shown in the sixth chapter, which consists of the discussion about the 'core category' of the study. There are three different

theoretical perspectives covering all the categories together. Chapter seven summarises the contributions of this study to the fields of both mentoring and family business. At the beginning of this particular chapter, a substantive theory is proposed about the essence of non-family mentoring. There are also advice and several applicable proposals for the practitioners. The final chapter (eight) presents my self-evaluation of the research process, and suggests the issues to be examined in future research.

1.4 Family business research

This study attempts to explore the need for mentoring in succession planning, from the perspective of a next-generation family member's upbringing. In the field of family business research, there exists already knowledge about the succession *process*, helping the entrepreneurs pass their firms on to their offspring and helping the successors make their businesses more profitable. The literature divides succession models into two categories, which are the process models (see e.g. Longenecker & Schoen 1978; McGivern 1978; Ambrose 1983; Handler 1990; Gersick, Davis, McCollom & Lansberg 1997), and the normative models (see e.g. Levinson 1971; Barnes & Hershon 1976; Barach & Ganitsky 1995). The process models are usually described in a periodical manner - i.e. during each period, many important tasks should be considered. The normative models list advice to be put into practice regarding the accomplishment of these tasks. The latest studies on succession take into consideration the life cycle of the business, family and ownership (Gersick et al. 1997; Dunn 1999) as a more advanced model to that of the classic three-cycle systems model (Tagiuri & Davis 1982). Differences in defining the processual starting point from childhood until reaching a leadership position (Longenecker & Schoen 1978), in addition to the determinant factors of the transition period, makes a comparison of these models difficult (Gersick et al 1997; Dunn 1999). Similarly, difficulties are faced also in establishing a common family business definition.

The literature in the family business field has been fragmented in its definition during the past decades. This is shown in Table 1 below. Nowadays, several studies utilise the newest view of the F-PEC Scale created by Astrachan, Klein and Smyrnios (2002). According to this definition, elements of power, experience, and culture measure the extent of family influence on business. Defining the family business is not the key issue in this study. According to several different definitions, and especially when following Koiranen's (1998, 19) summarised definition, all the interviewees are representatives of a family business. The definition of family business requires the elements of (a) business control and (b) the presence of a family with at least two generations involved in the process of business transfer at some period in time.

TABLE 1 Family business definitions

Barnes & Hershon 1976	Controlling ownership is vested in the hands of an individual or of the members of a single family.
Ward 1987, 252	"a family business as one that will be passed on for the family's next generation to manage and control"
Neubauer & Lank 1998, 21	Family enterprise is, "a proprietorship, partnership, corporation or any form of business association where voting control is in the hands of a given family."
Koiranen 1998, 19	"Family firm is a business system which [sic] is characterized by: a) one family (nuclear family or extended family) is the controlling owner; b) family and business systems are interacting; and c) inter-generational transfers (successions) have previously happened, are happening at present, or are anticipated to happen in the future."
Chua, Chrisman and Sharma 1999, 25	"...a business governed and/or managed with the intention to shape and pursue the vision of the business held by a dominant coalition controlled by members of the same family or a small number of families in a manner that is potentially sustainable across generations of the family or families."
Astrachan, Klein & Smyrniotis 2002, 51	"The F-PEC Scale comprises three subscales: power, experience, and culture ... (it) measures the extent of family influence of any enterprise."

The previous generation's resistance to change is identified as the most complex issue arising from succession. For example, Handler and Kram's (1988) conceptual model considered multi-level forces, such as individual, group, organisational and environmental perspectives, as increasing or decreasing resistance to succession. Major studies have placed the emphasis on the father and son dimension, and the perspective of the founder is taken into special consideration. Handler (1990; 1994) considers the preparation process through the dyadic relationship between the members of different generations and their respective role changes during these periods. Similar to Handler's study, the role of the predecessor is most often found to be problematic in terms of transition activities (see e.g. Lansberg 1988; Fiegerner, Brown, Prince & File 1996). This is evident also in Sonnenfeld's (1988) classic study, in which four different retirement styles were modelled within the predecessor's role.

It has been shown that family affiliation has an influence on business and that family has an influence on the next-generation family members' business careers (see e.g. Dyer 1986; Lansberg & Astrachan 1994; Dunn 1999; Stavrou 1999; Cabrera-Suarez, De Saá-Pérez & García-Almeida 2001; Hall 2002; Dyer 2003; Sharma, Chrisman & Chua 2003; Denison, Lief & Ward 2004; Sharma & Manikutty 2005). Major family business studies point out the importance of family relationships within a family business (e.g. Dyer 1986; Ward 1987). Chrisman, Chua & Sharma (1998) divided these into two separate categories: the relationships with 1) the incumbent (usually predecessor), and 2) other members of the family. The first one is the key to a successful transition, and a prerequisite in the training and development of the successor.

Other family members' influence is considered as interfering with the planning of a succession (see e.g. Lansberg 1988, 1999). Most often, the complexity of family influence is pointed out within the context of the conflicts that have been often focused on in previous studies (see e.g. Kepner 1983; Ward 1987; Handler & Kram 1988; Kets de Vries 1996; Lansberg & Astrachan 1994; Dunn 1999; Davis & Harveston 1999; Dunn 1999; Grote 2003; Kellermanns & Eddleston 2004). According to Dunn (1999), who found three key family-related factors in her study, families in business may live under conditions of anxiety, which may disturb healthy family functions during the succession stages. Kellermanns and Eddleston (2004) have proposed an interactive model of conflict and its affect on performance.

Sharma (2004, 12) has made an overview of family business studies and has categorised next-generation studies as moving in three directions: studying desirable successor attributes, performance enhancing factors, and reasons behind choosing a career in the family business. The successor's commitment is usually related to the entry decision of the NGM (see e.g. Stavrou 1999; Stavrou & Swiercz 1999; Sharma 2004). In terms of preparation, the surveys designed to be used in exploring these areas are more likely to use variables such as education and working experience to explain the level of preparation (see e.g. Stavrou 1999). From a dual generation perspective, Morris et al. (1996, 70) have organised the factors of succession into three general categories. According to their empirical study of students (a focus group similar to most other previous studies), good preparation of the heir, positive family relations, and planning, will ease the transition. All of these are included in general succession planning, which is widely stated by major authors as being important (see e.g. Ward 1987; Shepherd & Zacharakis 2000; Sharma et al. 2003).

Before the turn of this century, examinations of the successor's development planning were rarely based on the empirical evidence taken from a focus group. Exceptionally, Fiegenger et al. (1996) summarised several important preparation elements, based on the predecessor's point-of-view, through an empirical survey. Usually, recommendations are based upon a practitioners' own experience. For example, experience both in and outside the family business is considered to be an important part of a leader's competence, and, similarly, in the case of a successor (see also Ward 1987; Lansberg & Astrachan, 1994). Lately, preparation has begun to be studied in less fragmented ways (see e.g. Steier 2001; Sharma 2005). Yet still today, there is a call made by Fiegenger et al. (1996) for research that examines the preparation activities of the successor and considers the best timing for modes of preparation.

There are increasing numbers of academic family business studies (for a review, see Handler 1994; Brockhaus 2004; Sharma 2004). Moreover, during the past decade, new business research - and practice - domains have discovered the usefulness of mentoring (for example, McManus & Russell 1997). An increasing interest in entrepreneurship studies has recognised mentoring as one useful education method. Only recently, in some family business studies, has

attention been paid to the effect of an *outsider's* involvement during the succession (see e.g. Kaye & Hamilton 2004; Vago 2004), although this is not precisely in the matter of next generation preparation. In the family business domain, there are only two published studies on mentoring (Syme 1999; Boyd, Upton & Wircenski 1999), even if it has been strongly recommended by the established authors in the field (Ward 1987; Danco 1997; Lansberg 1999; Carlock & Ward 2001). Inevitably, there is room for the study of family business mentoring since it is assumed to differ in some extent from those forms already explored in business fields. Therefore, the essence of non-family mentoring is under investigation in this study.

Despite the lack of family business mentoring studies, in the field of family business, there has been debate on who should be a mentor, and whether a parent could be a mentor (Danco 1997; Ward 1987; Handler 1994; Boyd et al. 1999; Carlock & Ward 2001). Syme (1999) has created a consultant mentoring model, through which she suggests that mentoring should be used for all the parties involved in succession. In her study, mentoring was understood as a relationship between both a parent and child as well as that of a family member in relation to an outsider. According to Boyd et al. (1999), mentored executives believed mentoring to be a vital tool for success in business. They distinguished the forms and settings of mentoring, which is rarely focused on in the field of mentoring studies. Inevitably, the current qualitative study will challenge this debate by producing empirical evidence in this matter.

1.5 Mentoring studies

The roots of mentoring can be found in Greek mythology. According to one story, Odysseus asked his trusted friend, Mentor, to be a friend, teacher and tutor to his son, Telemakhos, during his own absence from parental responsibilities (see cover picture). The word mentor is based on this story, in which Mentor sometimes appears as a female figure, someone who demonstrates the significance of the role model of an educator in a both masculine and feminine sense. (Hutchins 1952). Even though mentoring existed already in Greek history, it is only now that it is becoming an increasing area for research. For example almost 600 articles (EBSCO host) were found by this researcher in 2003, and only a fraction of them were published before the year 1995. This shows an increasing trend both in practice and research fields. Interestingly, only two academic studies on mentoring in family businesses were found by Boyd (1998), and Syme (1999), even if several family business authors recommend the practice of mentoring in family businesses (see e.g. Grady 2002). The fact that non-family mentoring is hardly ever studied reflects the researcher's motive in undertaking this study.

Mentoring has not yet been officially defined in the family business studies. In family businesses, mentoring is considered merely as “the process of transferring the necessary information to run a business from one generation to the next” (Syme 1999, 4). Due to this narrow view, one leading question in this study is: “What is non-family mentoring?” This study provides some crucial criteria for further discussions. Since only two interviewees out of the seven used have experience of a mentoring programme, this study does not strictly follow the line of major mentoring studies, in which data is collected from the interviewees in mentoring programmes (see e.g. Lewis & Fagenson 1995). There are some authors who recommend mentoring without formal programmes also (see e.g. Ragins 1997; Rymer 2002).

The business perspective on mentoring studies has focused mainly on the organisational context. Mentoring was initially the privilege for managers only. Today other employees are also allowed to join mentoring programmes. Additionally, mentoring emerged in the field of entrepreneurship practices (see e.g. Juusela et al. 2000; Clutterback 1999), and it is used in business start-up contexts (see e.g. Sullivan 2000). In Finland, the focus has been especially in the hi-technology sector as well as the context of mentoring woman entrepreneurs to develop their businesses. However, formal programmes focusing on the family business mentoring are not yet in existence. In the United States, family business mentoring is not that new a practice. This has challenged several family business experts to recommend mentoring for the successor’s preparation process. For example, Foster (1995) has pointed out several research projects, which have studied the executives’ learning, growing and change. She suggested that training, including the mentoring of family members, can help in continuing the leadership tradition in a family firm. A similar recommendation is made by Kram (1985), who revealed in her most cited study, (see further, Kram 1983) mentoring functions and mentorship phases. She followed the basis of Levinson et al’s (1978) classic theory .

The educational perspective is different from business field studies. The educational perspective focuses on school-based tasks. In explaining this most common setting, Braund (2001, 190) notes that, “the experienced teacher, acting as mentor to the student teacher, will engage in a degree of reflection enabling the student teacher to understand the associated pedagogy at a deeper level and to integrate theoretical aspects with the practicalities of classroom actions”. The lack of a clear definition of this field may also be explained by the variety of ways that mentoring has been understood, since the term mentor is used a synonym to teacher (see Burton 1995), or tutor (Griffin 1995) in major studies. In Braund’s study (2001), the terms protégé or mentee were not even used due to the emphasis on the mentor’s importance.

The lack of a clear definition of mentoring has turned some criticism toward the previous studies. Several authors have pointed out that the field is fragmented in this matter (Russell & Adams 1997), and according to Gehrke (1988), a lack of depth in those studies that do address this issue is still missing. In Table 2, there are some definitions of mentoring from the literature.

TABLE 2 Mentoring definitions

Kram 1983, 612-614	Mentors provide career-enhancing and psychosocial functions in a trustful one-to-one relationship. "Anyone that you feel has taken a personal interest in you and your development."
Parkay 1988, 196	"Mentoring is viewed as an intensive, one-to-one form of teaching in which the wise and experienced mentor inducts the aspiring protégé into a particular, usually professional, way of life"
Wilson & Elman 1990, 88	"When an older, more experienced member of an organization takes a junior colleague under his or her wings, aiding in the organizational socialization of the less experienced person and passing along knowledge gained through years of living within the organization, a mentoring relationship is said to exist."
Chao, Walz & Gardner 1992, 620	"Formal mentorships are programmes that are managed and sanctioned by the organization" "Informal mentorships are not managed, structured, nor formally recognized by the organization...they are spontaneous relationships that occur without external involvement from the organization"
Mullen 1994, 276	"mentoring relationship as a reciprocal exchange of information"
Gibb 1994, 32	"informal mentoring: a one-to-one relationship, where personal (or individual) and professional issues are both dealt with" "a mentor as an accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person" (work context)
Long 1997, 13	Mentoring "is a two way-process between the student teacher and the class teacher built on collaborative practices developed over a longer period of time." "a shared experience...which builds a relationship that empowers the participants towards perspective and effective practice"
Lucas 2001, 23	planned mentoring is a relationship in which the roles are not pre-defined but expanded through interaction and individual perception "Mentor as the person, who encouraged and took a special interest in us created pivotal moments deeply impacted in our lives"

According to the various literary sources, mentoring means a one-to-one relationship that is established between a more experienced person and a less experienced person (see e.g. Juusela, Lillia & Rinne 2000; Allen 2003). Following the main principle, the studies define mentoring in such a way that is best suited to use for research purposes (Kram 1983; 1985; Parkay 1988; Chao 1997; Scandura & Williams 2001). For example, as already expressed in the Table 2 above, in Kram's (1983, 614) search for a mentored person, she defines the mentor's role in the following way: "anyone that you feel has taken a personal interest in you and your development". There are even some studies without a clear definition as a basis (see e.g. Feldman & Bolino 1999). Most often, the definition cites the importance of the mentor's approach, as shown through several verbs presented in the definition. Especially, the role of the mentor has been recently emphasised (see e.g. Ragins & Cotton 1991; Ragins & Scandura 1994; Allen & Eby 2003; Moberg & Velasquez 2004). The role of the mentor is most often focused on in education studies literature also. Hardcastle (1988) found that the mentor's role is emphasised mainly in the initiation of the mentorship.

A standardised definition would be needed in order to distinguish mentoring from other related methods of personal development, like peer

relationship, Family Council, consulting or peer group forum. It is nearly impossible to generalise the influence of mentoring when it is used as a synonym to some related methods. Some authors have attempted to differentiate mentoring from a management or leadership style (see e.g. Booth 1996; Godshalk & Sosik 2000), which is most commonly described as ideal in several handbooks (see e.g. Lacey 1999; Holliday 2001). Mentoring is closely related to elements of peer relationships (see e.g. Holbeche 1996; Rymer 2002), and Kram & Isabella (1985), for example, have differentiated them from each other. However, no clear distinctions are made between mentoring and coaching (see e.g. Bisk 2002) or parenting, even if mentoring is found to be similar in nature (see e.g. Ward 1987; Lansberg 1999; Moberg & Velasquez 2004). Following the fragmented basis, the new forms of mentoring, such as group mentoring, are recommended to be used in the organisations (see e.g. Kaye & Jacobsen 1995). All of these should be understood as complimentary options instead of mixing them up with mentoring in its 'pure' meaning, which is the object in focus here.

Career development is the most common perspective in mentoring studies. Kram (1985) recommended mentoring as an important function for career development, also in the family business context. Mentoring is used when a person needs to have training and support in a new job or career. The variability depends on the perspective of practices. Several authors have already found that mentoring has a positive effect on the achievement of career-goals (Dreher & Ash 1990; Scandura 1992; Turban & Dougherty 1994). This includes, for example, aspects such as promotion and salary. The proportion of favourable working attitudes and job satisfaction are also more likely to be higher with those who are mentored (Dreher & Ash 1990; Whitely, Dougherty & Dreher 1991; Scandura 1992), and the ones acting as mentors. More recently, increasing attention has been paid to the career development of minorities such as women (see e.g. Burke & McKeen 1997; Fox & Schuhman 2001), different race representatives (see e.g. Cohen, Steele & Ross 1999; Enomoto et al. 2000) and expatriates (see e.g. Feldman & Bolino 1999; Harvey, Buckley, Novicevic and Wiese 1999). However, there is still a call for more studies on dysfunctional mentoring (Scandura 1998). In this study, there is one interviewee who experienced mentorship as less effective and useful in abating current concerns about succession and personal growth.

Gender differences, also in mentoring studies, refer to glass ceiling problems in organisations. Some authors have found that mentoring helps women to overcome barriers in an organisation (Linehan & Walsh 1999), while others claim that women do not have access to mentoring within organisations (Ragins & Cotton 1991; Scandura 1998). Some authors explain that women are less likely to seek out or receive mentoring (Noe 1988; Yamamoto 1988; Ragins & Sundstrom 1989). A contradictory view was found by Turban and Dougherty (1994), who propose that women are as likely as men to initiate mentorship and go through that particular experience (see also Clawson & Kram 1984).

There is a major emphasis on the substance of relationships in the definitions of mentoring, with the type of relationship being considered to be important. Some authors suggest that a mentor from the same organisation as the mentee should be used (Chao & Kozlowski 1992; Chao et al. 1992), whereas intra-organisational mentorships are also considered to be fruitful regarding the external mentor as a resource (Ragins 1997). The relationship is most often described as being based on open communication (see e.g. Bokeno & Gantt 2000) and trust (see e.g. Kram 1983; Harvey et al. 1999; Rymer 2002; Moberg & Velasquez 2004). Recently, the authors have paid attention to the goals and benefits of the mentor (Mullen 1994; Lucas 2001).

In education studies, the impact of mentoring is widely discussed. Some suggest that the student as the mentee is the main determinant of the success of the mentoring process (Putman et al. 1993). On the other hand, and in contrast to Turner's (1993) notion of success being determined by the involvement of a head-teacher, Watt (1995) sees the 'link tutor' as being responsible for successful mentoring. In both cases, the responsibility is given to the so-called third partner involved, who is usually the programme coordinator, and which Burton (1995) found to be crucially important in terms of effective mentoring. Watt (1995) calls for studies to focus on the link tutor, the third party involvement and its task, in order to define the changing needs of the student and the mentor.

In the literature, there are debates about the availability of mentoring resources. Bleach (1997) challenges higher education to provide the forum for taking mentors out of their work-place context in order to broaden their view with others (see also Long 1997). It seems that a restriction for this appears in time and money dilemmas, which are common dilemmas in the educational mentoring field. This is more likely related to a dual role discussion. Several authors see the lack of time as a problem based on pressures of other duties (Turner 1993; Watt 1995; Braund 2001). Most common within a formal system of mentoring is that it has to be funded. This is based on the ideology that mentoring represents one aspect of formal training. For example, schools need to be committed to new supervising activities in order to reduce mentor-teachers' additional workload and release them from classes in order to work with the student-mentees (Watt 1995). Bleach (1997) calls for teacher-mentors to be given time to allocate resources and a realistic definition of their role for mentorship purposes. Little (1995) suggests status reward for mentor cases where financial reward is not possible. These views are, to some extent, contradictory to those present in the business context, in which acting as a mentor is more likely to be a part of work-related tasks (see e.g. Moberg & Velasquez 2004). The roles at work and as part of a mentorship should be understood clearly or otherwise it will become the critical point regarding the dual role complexity.

Most often, the characteristics of mentoring are listed in a normative way (see e.g. Hardcastle 1988) or, in major quantitative studies, the hypotheses are concluded with a list of facts (see e.g. Chao 1992). Recently, conceptual studies

have filled the existing literature in order to capture a comprehensive view of mentoring (see e.g. Mullen 1994; Eby 1997; McManus & Russell 1997; Ragins 1997; Darwin 2000). They pay more attention to the ways in which mentoring is conducted. The studies have been published using different perspectives in order to identify the new essential components in mentoring. For example, Gehrke (1988) reflected the gift-exchange perspective, and she suggested including both 'giving and receiving' in the definition of mentoring. Interestingly, Darwin (2000) viewed mentoring from both functionalist and radical humanist perspectives, and she challenged others to explore alternative components, and not just the most commonly studied mentorship initiation and outcomes. Moberg & Velasquez (2004) took the perspective of mentoring ethics, which covers the dimensions of organisational mentoring. This study responds to the call to open up a new view of mentoring, by exploring the essence of mentoring in a family business context.

The discussion in the literature indicates that there are some concerns in common to both fields of study. Firstly, there is a call for a shared understanding of the definition of mentoring, since the field is fragmented in this matter. Secondly, it is understood that 'time is money' and, therefore, resources are needed in order to conduct mentoring. Thirdly, a mentor most often has a dual role, which means that being a mentor is perceived as both a professional duty and a work role. Lastly, there is still a lack of formal theories based on rigid data and methods. Keeping in mind these challenges, this study explores mentoring in the business context more or less from the view point of education.

2 METHODOLOGICAL CHOICES

This study is conducted by using the Grounded Theory² methodology. This chapter reveals the direction of this report, from preliminary thinking towards a substantive theory of non-family mentoring in the maturation process of the next generation. According to Glaser (1978, 4-6), whenever a theory is substantive or formal, it must fit and be relevant, and it must work. Therefore, it is important that the process of analysis is opened up for the reader. The quotations below best illustrates the process of doing GT research. It is about *mobilising creativity* and *dealing with regression*. As the reflection of the most important element of data-driven research, this chapter is concluded with the presentation of the study's interviewees.

"The researcher's task is to be able to follow where the data leads him. Data has to be in control not the researcher. At the outset and for a considerable time afterwards the precise destination where this leads remains quite unknown... This is one of the challenges of mobilising one's own creativity....This is a tendency to feel stupid and almost child like when one is surrounded by one's confusion. It is better to remain in a temporary state of confusion rather than produce controlled and forced interpretation, which remains permanently false. A regression coping strategy...is to prepare oneself in advance so that when regression symptoms occur they are recognised."

(Glaser 1978; cited in Lowe 1996, 3-4)

2.1 Grounded Theory approach

As mentioned previously, mentoring in the field of family-run business is rarely studied, and no formal theory of mentoring in this context exists. According to Glaser and Strauss (1968), GT is especially useable when a situation or a context is new, when a field still remains without an existing theory, or in aiming to add a new perspective to a particular field (see also Glaser 1978; Strauss 1987; Strauss & Corbin 1991). During the late 1960's, Barney G. Glaser and Anselm

² Grounded Theory is shortened as GT further in this report.

Strauss were the first ones to launch the 'Grounded Theory approach'. Together they completed several studies within different medical contexts. In looking at their partnership historically, it appears that the authors first agreed with one another, but later on they, in some sense, can be seen to have developed distinguishable views. Juha Siitonen (1999, 31-34) has made an excellent comparison of the authors' distinguishing views. Some of them are summarised below since this study follows 'Glaserian' view:

- Research problem: According to Glaser, a research problem should not be set in stone beforehand, as it will arise naturally during data collection, which, in turn, is done without clarified questions about the interviewees. He also emphasises the point that GT does not study all the elements apparent in a set of data, rather it focuses on abstract phenomena.
- Development of the theory: Glaser sees intuition and creativity as the more essential characteristics, in terms of conceptualising (see also Ehrnrooth 1990), than only systematic data collection, analysis and a coding procedure, which is emphasised by Strauss. I argue that the permitted creativity enabled me to elucidate the core category of the study.
- Data collection and process of analysis: Glaser does not require a systematic coding paradigm, which is essential in the 'Straussian' view. In this study, an axial coding paradigm is used or borrowed only in terms of organising the data. It is not representative in the final, conclusive theory.
- Relation to deductive and inductive logic: Strauss recommends testing the hypotheses derived from one's material, which one is permitted to review before conducting the empirical part of one's study. According to Glaser (1978, 37-38), "deductive work in Grounded Theory is used to derive from induced codes conceptual guides as to where to go next for which comparative group or subgroup, in order to sample for more data to generate the theory". In this study, internal deductive logic was applied with the help of the previously mentioned paradigm.
- Verification: Glaser leaves hypothesis testing and verifying to other researchers. According to him, GT theory building is only based on the averages, not the facts. Strauss requires verification and validation, which happens throughout the research process. In this study, all the elements of the theory are propositional, and they are verified in terms of other theories.

The basis in beginning this study is the main distinguished view of the authors. Glaser states (1978, 2-3) that the first step of entering the research is to have "as few predetermined ideas as possible", and no logically set prior hypotheses is included. Therefore, empirical analysis is conducted without a theoretical framework, which is, in turn, the precondition for deductive studies. In his later

publications, he still reminds us that the researcher has always some basic knowledge about the phenomenon, yet he still stands behind the most pure inductive logic (Glaser 2002). In opposition to this, Strauss (1987) sees the very basic principle of GT to be that, the researcher cannot avoid his/her use of their own pre-understanding of the phenomenon. Strauss created more specific analytical tools, which Glaser, to some extent, criticised (see also Strauss & Corbin 1991). Furthermore, Strauss' latest publications even gave suggestions to have some theoretical frame or narrow goal for starting GT studying (see e.g. Strauss & Corbin 1991).

I chose to follow Glaser's GT model due to my own intention to learn from a practical field instead of creating an initial picture from the literature. Glaser (1978), argues that a theoretical framework is not necessarily needed since: "There is no need for preconceived theorising because all the theoretical explanations are already present" (Lowe 1996, 3). The researcher's task, then, is to create one. His aid for this process is creativity, even if one is more likely to be dealing with regression, as shown at the beginning of this chapter. Furthermore, Glaser agrees that this is a complex task due to the huge amount of codes, indicating the variety in the data.

The main research question in this study is: "*What is the essence of non-family mentoring?*" According to Strauss and Corbin (1991, 37), a research question should be flexible enough to give the required freedom to explore a phenomenon, but still not too open for an "entire universe of possibilities" to open up. Instead, Glaser suggests a broad question, but he admits the difficulties one may face in terms of the critical feedback one receives in academic forums (see also Siitonen 1999). This situation is especially complex when a researcher needs to justify his/her own research plan, and, as in my experience, the question has been mostly criticised throughout the years of this research process for being too broad. I see, agreeing with Glaser's principle, that my research question has afforded me room for; a) finding a new perspective on mentoring instead of replicating the previous ones, and; b) using a different source of literature, as is recommended in terms of theoretical sensitivity (Glaser 1978). However, the current question was re-created after becoming familiar with the empirical data.

The role of literature in a GT study differs from its role in more traditional research. Literature does not work as a basis for analysing data. Instead, I as a grounded theorist construct my own understanding that is based upon empirical data. However, I define the proposed concepts through this evidence, without reflecting common ideas from the literature. Glaser (1978) argues that because everything is considered in terms of analysing data, then one does not need to legitimise one's own theory, but this approach should be understood as a contemporary picture of the need for such a theory. From a broad perspective, literature is reviewed in order to position the theory that one has constructed, with this being done after the data has been internalised. A richer discussion would come about if one were to find previous studies not equal to one's own. Furthermore, Glaser (1978) calls for a requirement that reading is done in a

contextual area as far removed from the subject matter as possible. Following this principle in this study, I used literature from more fields than mentoring and family business only in the theoretical discussion at the end. I argue for this choice more precisely in Chapter 6.

The debate within Glaserian and Straussian schools of GT pays less attention to philosophical backgrounds. Siitonen (1999) also perceived this to be unfortunate. The major studies using observation methods and focusing on studying interaction are based on symbolic interactionism. Typically Strauss' model of GT orientation represents this line. I recognise phenomenological thinking directing my interpretations, which is common among scholars of Glaser's account of GT. I view humans as creatures whose actions are based on their own inner constructs and experiences (see also Aho 1995), and I aim to understand them from my own point of view (Bogdan & Biklen 1992). Anttila (1998, 285) states that phenomenology as a thinking pattern can be understood also as a philosophy of human science orientation. A shared understanding of this philosophical orientation is the assumption that, "human experience is mediated by interpretation. Objects, people, situations and events do not possess their own meaning: rather, meaning is conferred on them." (Bogdan & Biklen 1992, 35-36). However, I emphasise that phenomenology is *not* used as the methodology in this study.

I interpreted the data gathered in a way that all the proposed concepts and their characteristics are to some extent common to all the interviewees. Therefore I prefer to include all the possible empirical evidence in this report. According to Aho (1995), each individual has his/her own reality, from which one is created through a personal process of growth and experience. Therefore, we all see the world differently in accordance to our background. I undertook an extensive process of reading and re-reading in an attempt to step into the shoes of the interviewee as closely as possible. However, it is commonly acknowledged that these experiences cannot be wholly commensurate (Glaser 1978; Van Manen 1990). The researcher, then, is actually a source of empirical evidence while doing GT research.

In carrying out qualitative research - especially GT research - the background of the researcher should be pointed out. According to Handler (1994), recognising and reporting personal biases and preconceptions helps others to understand the interpretations one has made in perspective, and also, how the analysis may be affected by the researcher (see also Van Manen 1990). In doing a GT study, the researcher's own world view and, possibly, particular experience, itself may just be more data, and it is considered as such. This does not mean a discussion of objectivity in the sense it is usually understood. Below, I have listed some of my preconceptions and background elements, which may be possibly implicated in the interpretations I have made (quotations taken from the researcher's own memos):

- “The successors represent the next-generation entrepreneurs instead of merely employees”: I have a tendency to see issues from the perspective of entrepreneurship owing to my university degree in entrepreneurship.
- “A system approach is most often used in family business studies”; I have an awareness of business and family as overlapping systems.
- “Mentoring may not be a synonym to parenting”: I have kindergarten teaching studies as an educational background.
- “The researcher represents a similar age group to the interviewees”; I may be better positioned to understand the next generation’s cultural view and potential concerns in personal growth.

It is also worth mentioning that I have no personal experience of family business and, apart from one individual, I did not know the interviewees beforehand. No bias exists in this matter. I conducted informal mentorship at the beginning of the study process in order to gain my own experience of the phenomenon to be studied. This may have had some influence on my project in terms of considering mentoring from a pedagogical perspective, which reveals my personal interest in orientation. I notice that when I gathered data and organised textual interpretations, I identified myself as interested in understanding how mentoring is constructed as meaningful for learning.

The use of the term ‘meaning’³, and how it should be understood in this study requires an explanation. This relates to conceptualisation and objectivity in interpreting the data in as similar way throughout the analysis as is possible. One needs to find a settled unchangeable meaning for the text, and only through this can the interpretations be evaluated (see Oesch 1994, 9). In this way, meaning refers to the interpretations made by a researcher, and it should not be understood necessarily in a similar way meaning than which is would be used by an interviewee may have. Meaning is, then, making interpretations through one’s own view (see also Palonen 1988).

It is impossible to capture the absolute fact of the interviewees’ experiences. The interpretations are only meanings that the researcher gives to them at a certain point in time. It is a sense of self that enables humans to construct the actions that are advanced towards the objects in our world. Snow, Corno and Jackson (1996) emphasise the close connection between the subject and situation under study and how these combinations may differ in different circumstances. Similarly, contingency theory considers situational factors to be relevant in terms of modelling in the family business context also (see e.g. Handler & Kram 1988). Therefore, due to the different roles that the NGMs of the family business usually have, it is important to recognise the different contexts in focus when analysing the empirical data. For example, a sense of self

³ “Meaning is that which is represented by a text; it is what the author meant by her use of a particular sign sequence; it is what the signs represent. Significance on the other hand, names a relationship between that meaning and a person, or a conception, or a situation, or indeed, anything imaginable.” (Hirsch 1976, 8).

as the manager reflects a different view than the sense of self as a family member.

The previous example also shows how interviewees' experiences are firstly interpreted through a descriptive basis. Kyrö (2004, 73-74) summarises the views of logic and refers to Aristotle's idea of intuitive induction that the general truth in science is found through abstracting accurate cases by using intuitiveness. This is strongly present in my interpretations since my initial instincts directed my data collection and analysis. At the end, the final conceptualisation and substantive theory will emerge on a more abstract level, which is the main aim of a GT study.

I have tried to avoid using the concepts that already have a standard meaning. This approach is recommended also by Glaser (1978). According to Alasuutari (1994, 54), we have concepts which have no general meaning in terms of language or without the dependency of some context. The substance of the concept is not defined by some outward view, but instead by other concepts, determinants of the particular concepts and real circumstances. Therefore, several concepts defined through only empirical evidence will appear in this study. Grounding a theory is based on *concept specification and not concept definition* (see Glaser 1978; Malinen 2000). This gives me the freedom to use concepts in the light of only the meanings used in this study, with the exclusion of the theoretical discussion around each concept being permitted.

2.2 Research process

I got the idea for this current research from external stimuli during a seminar I attended in 1999. The term mentoring sounded interesting, and at once I associated it with the field of family business, which I was enthusiastic about. I wondered how these two interests of mine could be integrated with each other. At first, I was not able to find only one research question to pursue. Instead, I listed several questions through which I was interested in gaining knowledge. The questions were condensed into two main questions during the research process. Defining mentoring is a necessary ingredient in a substantive theory of the essentiality of non-family mentoring. I chose a GT methodology because I identified myself as interested in creating my own view first in terms of academic understanding. This was the start of my journey toward the non-family mentoring task modelling.

I used in-depth interviews as the data collection method in this study. These are synonymous with a clinical interview, which is a term used in psychological studies (see e.g. Holland 1981; Syme 1999). The principal of the interviewing method (Holland 1981) as well as the GT principle (Glaser 1978) are an attempt to gather information that represents multiple perspectives on the phenomenon studied. The key criteria for selecting the interviewees were; a) recognising their mentoring experience, and; b) their potential as a successor of

a family firm. The first two interviewees were found from articles in business magazines. They mentioned having a mentor, and they were family business NGMs. These then became my pilot cases. However, the criteria for the variety in the desired data was not yet established.

I faced problems in finding the interviewees needed for the study. I was not allowed or even able to use a definition that would have directed the interviewees' understanding too much. I created the preliminary definition based on the pilot cases and my preliminary understanding in order to find interviewees. (This is one example of a GT approach in which data collection and analysis happen simultaneously.) Below, I present the message, which was sent to persons assumed to be potential interviewees. I found them through the contacts made in several business programme networks. I also made an announcement in the Finnish Family Business Network magazine⁴. Unfortunately, there were no responses to this matter. I realised that the term mentoring is not broadly known or identified even if it has most likely been practiced in the family business fields.

The study titled "Mentoring in family business succession" is to be conducted by Minna Tunkkari from the University of Jyväskylä. There is a need for persons willing to be interviewed, who are the next generation members of a family business, and who have presently, or have had, a personal advisor or a person with whom to discuss matters during the succession process. This one-to-one relationship can also be called mentoring. Your experiences are beneficial for those numerous successions which will happen in Finland, and they will support the international family business research area as well. Please contact me by e-mail or telephone. In addition, if you know someone who would potentially be interviewed, please forward this message to him or her.

I conducted twelve of interviews with the NGMs, who had experience of mentoring with a parent (as they called it). Comparing them to my pilot cases, I figured out how different a parental relationship and mentorship are in terms of a developmental focus. I decided to limit this study by focusing only on non-family mentoring. And again, I was lacking the interviewees. Finally, I found five more interviewees by using snowball effect sampling. In other words, I met people who knew someone with mentoring experience and I acquired further access through recommendations. At the end, after three years of searching, I had seven interviewees with non-family mentoring experiences. I concluded my search for new interviewees when I discovered an essential amount of variety in the data after the first interviews of the seven interviewees.

In this explorative study no attempt will be made to determine how the interviewees might represent the total next-generation family business population. This is not an aim in any GT study (see Glaser 1978). Additionally, it is not an attempt to measure the effectiveness of mentoring. Instead, a grounded theory is required to search for a variety of issues in terms of the demographic of the interviewees. These are listed in more detailed in Appendix 1. To summarise, the interviewees represented different

⁴ I thank FBN Finland for all help regarding this dissertation process.

- genders: (three males and four females)
- generations: (three 2nd and four 3rd or more generations)
- size of the firms: (three large companies and four SME's)
- fields of business: (both manufacturing and services)
- regions of the country: (four from the south of Finland and three from the northern parts of Finland)

It was also preferable to have different mentoring settings, meaning; the gender, age and status of a mentor. The mentorship partners are briefly presented below. Exceptionally, there is no case of a relationship between a male subject and female mentor, but other relationships do exist. In the major cases, a mentor is from another field than specifically that of family business. The variety of the mentees' experiences, including Tanya's negative experience, is definitely strength of the data. All the interviewees, except two, were in their thirties, which may introduce some bias into the results, but the extent of such a bias cannot be estimated. At the end the research process I realized that even if the interviewees represented different kinds of family firms, with regard to the business field, size and generation, this had no effect on the meaning of mentoring.

Mentorship partners:

- Vicky (as the product manager) and Norton (as an external CEO-mentor); later Cindy (as the mentor from a different field)
- Tanya (as the novice CEO) and Tiffany (as the CEO from a different field)
- Tracy (as the unit manager) and Tina (as an external CEO-mentor)
- Sarah (as the Chair of the Family Council) and Jack (as the CEO from a different field)
- Joe (has no position yet) and Jonathan (representing several business fields)
- Michael (as the business controller) and Mats (as an entrepreneur abroad & mentor during early years)
- David (as the marketing manager) and Eliel (as family trusted and Board member mentor) similarly to Esau later on (both from different fields)

I confirmed the candidates willingness to participate in the study by means of an initial telephone contact or personal meeting before the formal in-depth interviews. Pilot interviews (Vicky and Tanya) had already been conducted in 2000. I interpreted and labelled the data first in the form of descriptive codes. This revealed the need to make interviews more in-depth. The other interviewees were interviewed between September and December in 2002.

Interviews took on average between one and three hours and everybody was interviewed at least twice within one year. All of the interviews were tape-recorded and subsequently transcribed. I always started the first interview by asking; "Tell me about your mentoring experience?". I asked additional

questions in order to follow in-depth interview protocol (see Seidman 1998), and to fully cover the prior concerns.

I read all interview transcripts a countless number of times and I coded them both independently as well as integrating them with each of the others. As more data became available (new interviewees, second interviews), some replication emerged. I conducted the second and third run of interviews after one year (in August 2003) hoping to find new possible issues. Some interviewees repeated the issues they had already mentioned before. However, some of them had changes in their circumstances and this revealed new meanings in terms of reflecting their mentoring experiences, such as a new mentorship. I concluded data collection when the interviewees repeated the same issues in the discussions and when I did not find any new codes. The majority of the relevant data is reported here as quoted excerpts in order to provide a principle of transparency (see also Hall 2003). This means that a writer openly shows all the evidence for the interpretations made, which may, unfortunately yet necessarily, make the report challenging to read.

2.3 Coding procedures

The GT approach is most apparent in the data collection and analysis technique, which occur simultaneously, as these analytic interpretations shape the ongoing data collection (Glaser 1978; Lowe 1996). GT aims to discover the logic of people's lives by analytic induction. This was challenging not only due to two different interviewing time periods but also with the richness of the interview data.

One of the main principles of GT analysis is coding, which must result in categories to be expanded upon. The primary purpose of coding is to structure the analysis through re-contextualisation; the codes will be drawn together for the analysis and interpretation which follows further on. In this way, theoretical construction or modelling is possible in the name of a complex and multi-faceted phenomenon. Coding in the GT approach means fracturing the data by isolating significant incidents such as events, issues, processes or relationships and labelling them using either respondent or researcher expressions. (Weaver & Atkinson 1994). There are two basic levels of GT coding; "open codes are low level descriptive codes and selective codes are conceptual codes" in following Glaserian principles (Lowe 1996, 8). In this report, open codes are synonymous to descriptive codes which will be later (within empirical evidence) referred to as characteristics. The other codes are referred to as concepts or categories.

A category means any set of objects, concepts or expressions distinguished from others within a logical theory. A category is defined here as follows: "A classification of concepts. The classification is discovered when concepts are compared one against another and appear to pertain to a similar phenomenon. Thus the concepts are grouped together under a higher order, and more

abstract concepts are called a category.” (Strauss & Corbin 1991, 61.) Next, I will present the stages of analysis, showing how the data was coded; i.e. conceptualised and organised into categories.

2.3.1 Open coding

I posited altogether 250 pages of relevant interview transcripts first as open codes through constant questioning. The directing question was “what is happening here”, which refers to labelling and interpreting interactive elements. I constantly repeated the question within every paragraph, as both Glaser (1978) and Strauss (in Strauss & Corbin 1991) pointed out in their procedures. According to them, the researcher always asks the question of action first, and then explores the questions to seek the nuances of the happening or incident. I first read the paragraphs in their entirety to get an insight into the entity of the data. My tendency was not to focus on only one issue in regards to mentorship, but instead to get a holistic picture of the whole phenomenon. Therefore, with the help of questions, I also found the reasoning behind the phenomenon studied. This enabled me to identify the relationships to, for example, family business issues.

My intention was to go more in-depth into the phenomenon studied. Then I used the technique of sentence by sentence coding in order to analyse all the data. Turner (1981) has noticed that, among his students, open coding is the most difficult stage, and also the least discussed by Glaser and Strauss. I concur as to the issue of such a difficulty, since I contemporarily lost my faith and found myself in regression, as presented at the beginning of this chapter.

Open coding is also the most time consuming stage of the analysis process, which attempts to split the whole data into small pieces. One example of this is when I labelled one sentence as ‘analysing skills’. Later, I coded it within the characteristic of ‘professional strength’ because I identified other, similar kinds of descriptions (see Chapter 5.3.3). As one example of the philosophical basis in this study, I gave a meaning to a description as I understood its relevance. Moreover, it became a concept at a more abstract level. I applied the important principle of GT, which means that it differs from other qualitative methods of analysis through its aim to attain an abstract level in describing the studied phenomenon (see e.g. Siitonen 1999; Erjanti 1999). Particularly, the stage of open coding revealed the difficulties in conceptualising instead of only summarising the data (see also Strauss & Corbin 1991, 64). It took me several weeks of experimenting to internalise Grounded Theorist thinking patterns.

I did not write the codes in the transcript margins because they continuously changed during the re-reading process. Neither did I use computer programmes even if there are several packages available in order to help organise the qualitative data, and even though I took courses in the use of N.U.D.I.S.T and Atlas.ti and practiced with preliminary data. Someone else may find them useful, especially in a hierarchical manner. I realised that my thoughts are best organised using paper and scissors, literally. I admit that the

programme would have spared my time, but the manual approach enabled me to work more creatively (see also Lowe 1996).

Next, I searched for more interviewees and made more in-depth interviews. I also paid attention to preliminary codes, such as the 'father's involvement' and 'mentor's role' since they appeared constantly within other interviewees' experiences. Interestingly, I labelled these codes differently several times until they found their final form as 'business parenting' and 'mentor's style', representing the subcategories next to other characteristics (see Chapters 3.4 and 4.4). The holistic feeling of the comparative setting within family relations and mentoring gave me intuitive signs for further analysis. I wrote down these feelings in to form of memos, which I found useful in later stages. I used memos in writing creative ideas and arguments for naming events and issues. According to Glaser (1978), such methods are the means to achieve abstraction and 'ideation' and can be used continually in the process, not only in open coding (see also Lowe 1996).

According to the aforementioned authors, more sophistication emerges when the researcher collects more data simultaneously during initial coding. My stage of open coding produced a huge amount of descriptive codes. I felt uncertain during the analytical process, in a similar way to that which has been reflected upon by Turner (1981). At first, I found 30 pages worth of conceptual material, which is typical for a novice researcher (see Strauss and Corbin 1991). The descriptive codes were not yet related to the main categories I had worked out. In fact, I was unable to decide whether they were categories at all. Indeed, only some of them ended up being used at the abstract level.

Naming a category may be one obstacle in a GT study. Using one's own creativity, in terms of avoiding commonly held meanings or associations with borrowed concepts, is recommended. For example, the concept of 'commitment' in this study may not be entirely commensurable with an understanding of what it means within organisational literature. A Grounded Theorist is not necessarily obliged to discuss theoretically around the concept. Furthermore, there may be a risk if the researcher recognises a bias when using the general concept, as it may impose unfortunate restrictions on one's own work (see e.g. Glaser 1978; Strauss & Corbin 1991). It is my task to communicate the concept to readers, through empirical examples, in a way I want them to understand it. The concept 'preparation process' is one example of this risk and, therefore, I have specified it's meaning as a maturing process later on in this report. However, there are lots of concepts in this study and most of them, such as 'business parenting' and 'entrepreneuriality', are consciously named from my own creativity-based conceptual process. The descriptive code 'chemistry' is "in vivo code", because it was picked up from an interviewee's phrase (see Glaser 1978, 70; Strauss & Corbin 1991, 69).

Developing a category is done first in terms of its properties, which can be dimensionalised later on (see Strauss & Corbin 1991, 69).⁵ These properties are important to the basis of making relationships between categories and subcategories. Dimensions reflect how comfortable the interviewee is in reflecting upon a particular characteristic. I chose not to concentrate on presenting more dimensions after I identified the core category. Instead, I chose and labelled the main categories after testing several alternatives. I excluded all the concepts that did not appear in all the interviewee's experiences. I grouped open codes into categories by utilising questions other than only those such as; 'what is happening here'. I then organised them while constantly asking questions of how, why, when, where and so on. A similar method of questioning in a more systematic way exists in the second stage of analysis, i.e. axial coding in order to find the relations between categories.

2.3.2 Axial coding

Axial coding offers a useful systematic approach for constructing, in Glaser & Strauss' terms, an 'entity' on the basis of rich interview data. In exception to the Glaserian view, I temporarily utilised Strauss' tool of *axial coding paradigm* (see Strauss & Corbin 1991). For me, as a novice researcher, the data was impossible to manage with 30 pages of listed, open codes (more or less descriptive), with an unlimited variety of meaning from an arbitrary perspective as a basis. The most difficult task was learning how to reduce the amount of data. I found that the axial paradigm tool helped my reasoning and ability to make sense out of the data.

It is recommended as part of the analysis procedure to carry out an unlimited amount of reading through the data, comparing the proposed codes and concepts with each other. This process aims to find relations between them. This is a process of open and axial coding as overlapping stages. However, this paradigm was no longer present in the conclusive discussions.

The analytical tool is presented in Figure 1. In axial coding, the focus is on specifying a category (phenomenon). Axial coding means; "a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilising a coding paradigm involving conditions, context, action/interactional strategies and consequences." (Strauss & Corbin 1991, 96). Here, I call these elements components. It is notable that all of the components are not necessarily needed in order to create a final theory or model. Additionally, to avoid association with a deductive study, I prefer to use the term 'outcomes' instead of the term 'consequences'.

⁵ According to Strauss and Corbin (1991, 69) "Properties are the characteristics or attributes of a category, and that dimensions represent locations of a property along a continuum." (see also Glaser 1978.) In this study, I use the term *characteristics* that generate and illustrate the categories.

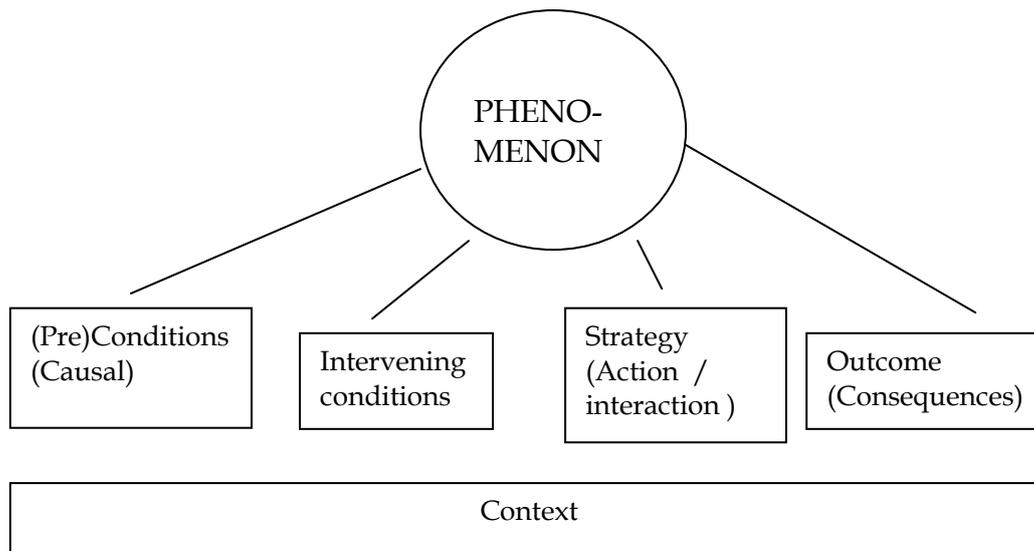


FIGURE 1 The axial coding paradigm

I combined the codes by applying them to the paradigm model. It, then, functioned as a form of theoretical framework without content and as a reason for developing questions from the data. The questions were such as "What is this about?", "Why is this here?", "When does this happen?". Constantly asking questions is typical for a GT approach (see Glaser 1978; Strauss & Corbin 1991). At this stage, I interpreted on the basis of an initial understanding of the data and I avoided reading any literature. I re-coded a subcategory if I did not find a relevant link between the characteristics or concepts and when grouping the codes did not make any sense. Then I started to ask questions once again. This was the process for preliminary theorising, although I was not aiming to finalise a complete structure.

As shown in Appendix 2, the descriptive codes (characteristics) and concepts (subcategories) are grouped together in terms of a more abstract level concept than one subcategory (e.g. interactive element) and a main category (mentoring as an educational approach)⁶. For example, the axial paradigm logic with the empirical content can be defined as follows: Mentoring as an educational approach as a *phenomenon* exists in the *context* of mentoring forms. Both the sub-categories of the 'existence' and the 'interactive element' are *interaction strategies* for mentoring. As the *outcome* of these components is an 'expression forum', another sub-category. In this exemplary category, no intervening condition emerges. None of these components may have similar characteristics if they emerge independently and without previously mentioned relations.

⁶ The terms 'subcategory' and 'main category' come from GT procedures. To avoid complications, descriptive codes and categories will be furthermore referred to as *characteristics* and *concepts* (at a more abstract level than previously mentioned) respectively.

Choosing the GT axial paradigm for framing analysis in this study gives me an opportunity to reach the research goals. The response to the definition of mentoring became evident after the first two stages of analysis (open and axial coding). According to Strauss and Corbin (1991), in order to define the concept studied, it is not necessary to reach the last stage of analysis (selective coding). However, the third stage is relevant in order to proceed to explore the essentiality of non-family mentoring.

2.3.3 Selective coding

I ended up with one core category and three main categories, of which the final labels were created during the selective coding. This approach is recommended by both Strauss and Glaser (see Glaser 1978; Strauss & Corbin 1991). They define selective coding as “the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development” (Strauss & Corbin 1991, 116). This third stage of analysis aims to capture all the analysed data under one core category.

Selective code is a conceptual code and it arises from the synthesis of the open codes (see Glaser 1978; Lowe 1996). I found the final coding order after one year of reading, interpreting and analysing all the interviews without collecting any new data. Partly based on my non-theoretical sensitivity or intuitiveness, the idea of the core category first arose during the development of the main categories. The core category was realised when I concentrated on formulating a conception of what my research was all about. I kept in my mind the idea that I have not treated any one case as a single entity, rather I have focused on events in the experiences shared by all of the interviewees. From this point, understanding some of the characteristics’ meanings - beyond the categories - became pertinent. The examples of such instances will be presented in Chapter 6.

I wrote hundreds of pages of memos during this research process, noting ideas about comparing different circumstances that appeared in the data. In terms of finding the core category, there were also helpful notes about my feelings surrounding certain issues, i.e. open codes. Therefore, I admit that my intuitive and creative mind has been influencing the route to recognising the core category. However, I was permitted in accordance with the conventions of GT to do so in the search for theory without literature. According to the authors, the use of theoretical memos and constant comparisons are required in order to reach the most abstract level of GT (see Glaser 1978; Strauss 1987). In the end, the relations between the subcategories, i.e. the construct from the axial coding paradigm, were not relevant. Moreover, the relations between the main categories earned only secondary importance. In other words, I ended up turning to the way of ‘Glaserian’ school of GT.

The philosophical foundation for this process follows along a similar idea than that of the hermeneutic circle (see Kusch 1986). I gained more and more understanding when I re-read the interviews, in terms of positing the concepts

into the theory. However, hermeneutics is emphasised mainly in selective coding, in which I took a new look at the data from the perspective of the core category. This is what theoretical sensitivity is all about (see also Glaser 1978). I trusted my first sense regarding the core category. I went back and forward in the data and I argued for a new perspective through an empirical hypothesis (and not testing the theory in the light of literature).

The analysis was completed when no new codes or concepts were found (saturation). At this point, I was further permitted to move on to literature and to search for theoretical views around the core category. This required me to explore unknown fields of study, this being especially typical in conducting 'Glaserian' GT studies (see Glaser 1978; Siitonen 1999). I chose the perspective of philosophy in education, as will be presented in Chapter 6.

2.4 The next generation members (NGMs)

In this part I present relevant information about seven interviewees additionally to case information in Appendix 1. Here the focus is on the basic elements of current career, existence of a family business and mentorship structure. The interviewees have been given fictional names, to preserve their anonymity. The participant's age is given only to inform the reader about the next generational aspect of representatives. Interviewees and their businesses are kept anonymous. Therefore, some quotations are excluded from this report. The company's precise field of business and size appeared to be irrelevant in terms of mentoring. The ownership and family structure are also presented quite broadly. The stage of succession is described more precisely in Chapter 3.2. The information is based on the time of the interviews and focuses on circumstances during the mentoring experience.

Joe

Joe is 30+ years old. He has run his own business for several years and has held several other positions related to the same field. He is a fifth-generation family business representative from a company in the industrial field that deals with national and global markets. The family business and his own businesses operate in separate fields. Joe and his family only own some shares in the family company, in which the cousin consortium holds the major stake. In two to three years time there will be an opportunity to take over one management position in the family company. However, Joe does not know precisely whether he is willing to let go of his current challenges in order to move to a different business field. The purpose of mentoring is to find a solution to this dilemma.

Five years ago, Joe telephoned Jonathan, who is a friend of Joe's father and a trusted man among the family, in order to ask him to be his mentor. The idea stemmed from discussions with his father, who has also had a couple of mentors in his lifetime. The reason for choosing Jonathan was the fact that,

according to Joe's father, Jonathan was interested in guiding Joe along his career path. They had active mentorship for three years. After a one-year break, the mentorship is now about to warm up again – at least in the form of an active friendship.

Michael

Michael is in his thirties, the second oldest son of several siblings. He is a second-generation member of a manufacturing firm, which has a subsidiary abroad. He entered the family business at young age. His current positions in the firm include those of a business controller and a Board member, with his brother working as a CEO. At the time of the interviews he owned 10 % of the shares in the family business.

Michael has had several 'outsiders' who have inspired him in different ways during his career. According to his own words, his father was the first to 'mentor' him. At the age of 18, he had his first non-family mentor for one year as he worked abroad, thus getting his first working experience outside the family business. His mentor was a trusted friend of his father. He has also had other experts who have acted as his advisors either during a short period of time (business consultant) or in the form of a long-term relationship, such as Board members. However, in the current circumstances, he does not feel the need for a mentor.

Sarah

Sarah currently holds a position as a member of the Board. She represents a third-generation family member in a cousin consortium. She owns some shares in the company, which is a manufacturer in global markets. She had never really worked in the family business until she received the Chair in the Family Council two years ago. Her education is related to a different field and she is currently working full-time away from the family business. As an exception to the others, her business parent is no longer alive.

Sarah received formal mentorship in her forties. The idea came from a coordinator in the mentoring programme. The programme lasted for a year, as did Sarah's mentorship with Stephen, who was himself a family entrepreneur representing a totally 'outside' perspective. The purpose of mentoring at the time was to support her in facing her first challenge in a field of business predominantly populated by men, as a Chair of the Family Council.

Vicky

Vicky is a third-generation family member in a business group. She started to work as a product manager three years ago at the age of 25+. She does not yet own shares in the family business, but she is a Board member in one of its subsidiaries. The family business operates within a traditionally male field, exporting to international markets.

At first, Vicky had a mentor who worked as an external CEO for the family business. The purpose of this first mentorship was introducing her into the first managerial position. After the mentor's retirement, Vicky was anxious to have a

new mentor. Cindy is her current female mentor and is not connected to the family or business. The current purpose of the mentorship is to develop networks as a female manager.

Tracy

Tracy is 30+ years old, and she works as a manager in one of the units of the family company, which is run in service field. In this business family, she is a third-generation representative. Five years ago Tracy made the decision to enter the family business, even though she worked in a different field. She started in the capacity of an assistant, and after taking business courses she gained a managerial position. She is already a co-owner with her siblings.

Tina, an external CEO from another particular business suggested that they should start a mentoring as part of the educational process. The purpose of mentoring was to help Tracy to adapt to the business and its culture. The mentorship with Tina has lasted for five years, and Tracy has had no other mentors.

Tanya

Tanya is in her forties and is re-entering the family business, working as a novice CEO. She is the second-generation representative of the family company, which is a manufacturer and producer of design products in a field of industry. Her father is still involved in the business, even though ownership has been transferred to all three siblings. Tanya also finds herself working in a male-dominated field of business.

Tanya found her mentor through the mentoring programme. Her mentor, Tiffany, also worked as a female manager in another business. They met a couple of times in a year. As she currently works as a female manager, Tanya aimed at gaining networks. However, Tanya felt that mentoring failed in this task.

David

David is in his thirties and he has entered into business at young age. He represents the second-generation marketing manager in a family business, which operates in both national and global markets. David already owns the majority of the shares, and occupies a Board membership role. He has identified two mentors over the course of his lifetime. Both of them have been Board members and family trustees. Esau is David's current mentor.

3 BUSINESS FAMILY INFLUENCE

In this chapter, the main category of 'business family influence' is introduced. The results from the coding process are presented in the form of quotations from the interviewees. They are followed by brief specification of the concepts interpreted by the researcher. The concepts that have been chosen to formulate the category are the ones that illustrate all the interviewees' shared experiences (see Chapter 2). Finally, the crucial points are discussed in the light of the empirical data and expanded upon with some views from the literature. At this stage, findings from the other categories are excluded.

The structure of this chapter is based on thinking around the following questions: "What is the context of the next-generation family membership like?"; "Why does the family affect the interviewee's experiences of non-family mentoring?"; "How is the family involved in the next generation context?"; and, "What is the result of the business family influence?". In other words, "Which business family related components are crucial in terms of non-family mentoring?". These questions were chosen since they arose during the analysis process. It is worth noting that they are not exactly commensurable to this study's research questions.

As a result of constant questioning, five sub-categories and their characteristics emerged when looking at an influence of business family (see also Appendix 2). Figure 2 illustrates how these are positioned in the model of the axial paradigm (compared to Figure 1 in Chapter 2.3.2) in helping to organise the data in this matter. In fact, all the main categories are presented in a similar way in this report. The logic between sub-categories is summarised as follows: The context of business family influence is referred to as '*preparation periods*'⁷. It is created from the characteristics of *early socialisation, formal*

⁷ The term 'preparation' is borrowed from the family business literature (see Chapter 2.3.1 for 'naming' in GT). It means development in order to get ready for officially representing a successor's status. However, preparation should not be understood in such a way as someone 'making the NGM completely prepared'. In this study, preparation should be understood as a frame or path - either informal or formal - for personal development, similar to the term 'maturing'. In fact, preparation is a process of constant maturing. Additionally, 'period' determines the time involved in a process.

education, variety of work experience, and increase in responsibility. In order to understand an influence of business family in the proposed way, certain 'succession signals' should emerge. These signals are those such as the *planning intentions*, the predecessor's *pain of letting go* and the successor's *aim for business renewal*. The tasks of 'other family members', such as siblings, spouses and representatives from a previous generation are introduced. In terms of the axial paradigm being an analytical tool, the latter subcategory represents an intervening condition. All of the aforementioned components are perceived as likely to be positive in terms of their influence of the business family.

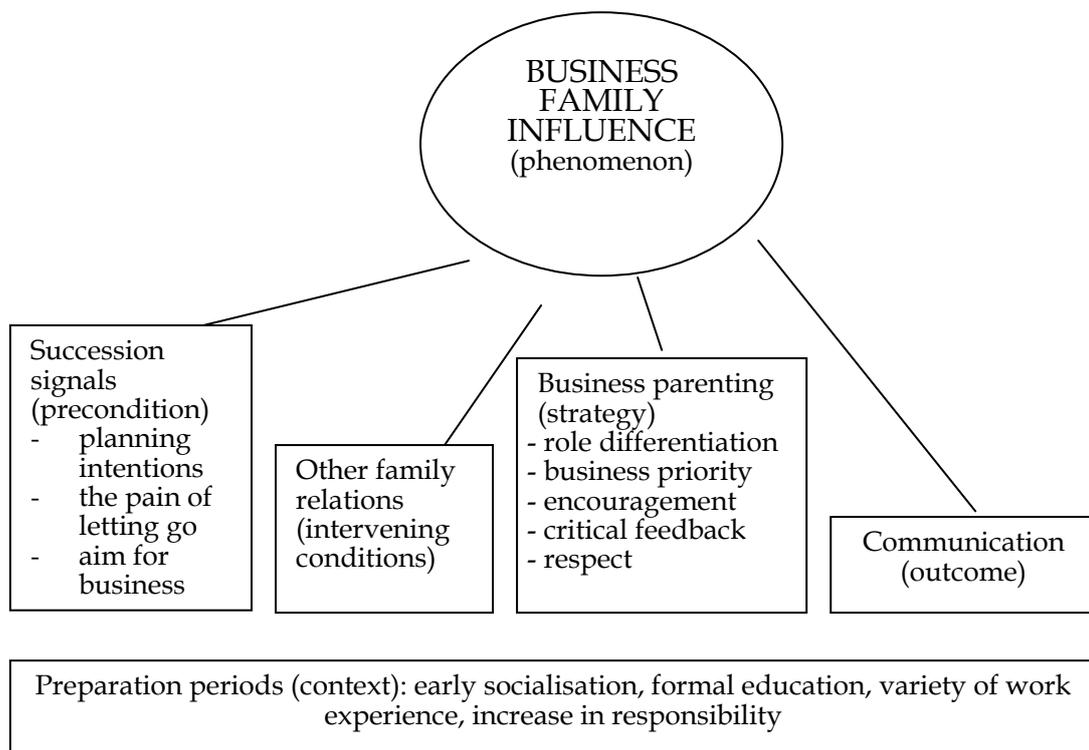


FIGURE 2 The components of the main category of business family

The subcategory of 'business parenting' is characterised by *role differentiation, business priority, encouragement, critical feedback and respect*. As a whole, business parenting revealed the cultural aspect of the family and the significance of the parental approach. Partly as a result of this, the nature of 'communication' turned out to be a crucial element. These components reflect the temporary uncomfortable feelings of the next generation. Therefore, as a bit negatively oriented ones, they are relevant issues in discussions regarding the motives behind non-family mentoring, which is the focal point for this chapter.

3.1 Preparation periods

This section presents the characteristics that cover the preparation issues of the NGMs. The components that show the background history of the NGMs are labelled 'early socialisation', 'formal education' and 'variety of work experience'. Two different periods, early and late periods, of preparation were elucidated especially within the component of the 'increase in responsibility'.

3.1.1 Early socialisation

In terms of early socialisation, the membership of the business family is identified. The quotations below describe various memories from the participants' childhood and/or youth experiences. The business family represents the growth environment of the NGMs. The majority of the interviewees have worked in the business for some period of time. Additionally everybody has, to some extent, also experienced the business spirit at family gatherings in the home. Early socialisation refers to the NGMs' first experiences of a business environment.

"Well there's a clear relation between causes and consequences; which comes from this family business basis. We've always talked about entrepreneurship at home. Company A's matters have always been brought up at the table at home. Then you've kind of grown up with that. The other thing is, that Company A was established in the 70's and it's grown from being one man's business to the present situation. My own father has basically only graduated from elementary school, a former chauffeur, who's started the business, he's grown with it... He, when I was younger, brought me along to work, business trips...It's always kind of been very close by." (Michael 306)... "I remember as younger, simultaneously with taking care of the children my mom counted the workers salaries and other stuff. The firm has always been kind of naturally close by." (Michael 344b)

"As we had the company, I of course worked there from the very beginning, in one way or the other. I've stuck the stamps on when sending the company's first letters. Of course in the way, when it's a small business, then all the family members are also involved. (David 149a) "The thing is, when you work in such a small company, you see the whole history, it's a kind of mentoring, business school in a way already. It sort of makes mentoring less needed in a way then. Gives you one sort of a view on how companies work and how organisations work." (David 142b)

"That's my dad's role, on the other hand he's made me get to know others. I've been hanging along a lot with my dad, not necessarily in business circles, but I've been playing golf and got to know these business people through that." (Vicky 952)

"Company Z's Get together -days: They're meant for all our personnel...There everyone gets on the stage to show the results and goals and how they've achieved them. It's quite a show to go through 200 people. And it's been very useful for us and Layla (business mother) has wanted for us to come along there. Then we do get a good idea of where we stand with the company. We always see the people. We get to know people." (Tracy 44/4/1)

Early experiences of the family business seemed not very different. Michael's father took him along already when he was a child. David has been working ever since the business was established, which happened after his early childhood. Vicky and Tracy have been introduced to the networks or

employees before they joined the firm. However, Sarah has never really worked in the firm. All these experiences affect the entry decision of the next generation. Even if it is not a focus in this study, the entry decision is relevant in the discussion of preparation.

Early socialisation means that the NGMs are introduced to the firm's employees and other networks in the context of informal activities. They were taken to the firm's social events even if they were not yet working in the firm at that time. Furthermore, the NGMs have had an opportunity to follow the history of the firm. Lots of crucial events were also discussed at home. Compared to the environment of schools, early socialisation is experienced as an informal source for growth and development.

3.1.2 Formal education

All the interviewees have some basic business knowledge. Table 3 summarises the interviewees' formal business education⁸ and its benefit. Additionally, it shows the relevance of their formal education in light of their current career.

TABLE 3 The interviewees' formal business education

Interviewee's business education	Benefit	Relevance
David; Bachelor's degrees (2)	analytical skills	enough studies
Joe; incomplete Bachelor's degree	none mentioned	"forced" necessity
Michael; incomplete vocational degree	none mentioned	secondary importance
Vicky; incomplete Master's degree	basic understanding	"forced" necessity
Sarah; vocational degree	basic understanding	good to have
Tanya; Master's degree	language skills	self-evident
Tracy; basic courses in management	introducing the field	essential

It seems that a formal business degree is not regarded as an essential requirement for a career in the family business. This view is shared in the excerpts below:

"I've had enough of education." (David 141) "As a matter of fact what I find rather important concerning leadership in general and other things, is the understanding of the relation between reasons and consequences when solving problems, the causes of different issues. And also what different ways there are to solve a problem." (David 201)

Sarah has completed her basic degree in business years ago, but she doesn't have any working experience or short term courses within the business field. She works in a different field. It is

⁸ In Finland, there are a variety of formal business degrees. A Master's degree can only be attained from studying at university. A Bachelor's degree corresponds to a mid-way degree at university or final degree at a polytechnic, suitable for careers at a middle-management level. A vocational degree here is a traditional one, after which the person most often works at a more operational level. Basics courses in management, compared to formal degrees in business, are conducted in a short period of time.

possible because her task as the Chair of the Family Council requires only part-time involvement. (researcher's summary)

"(incomplete Bachelor's degree in business)...It doesn't really make any other difference, than the fact that it would've been done. In a way I feel that it's been one failure in this life, when I didn't get it done. And it was something that I went through a lot with Jonathan (mentor). And his opinion was always, in a very conservative way, in this single matter, that it should be taken care of. And then you keep cheating yourself, yes, yes, I will take care of it. Then when I came here (firm), I realised that hey, there is still a lot of unfinished work to be complete..." (Joe 223a)

"I went to the business college for two years and then I took a year off and went to the West. I still haven't completed the studies...I should complete it at some point." (Michael 320)"...and I've also taken one of those substantial university examinations, for which I've still got a few things to finish off...It was an examination in quality leadership, in which a few from our management participated in. And there have been a few courses and training beside my work." (Michael 321)

"I did the BBA, which included all the basic stuff...And then there's everything that I did at the university...that you don't necessarily need in this kind of the operative side...I feel that in the end you really learn from the practical work. Of course there are the ideas and the kind of a basis. But still there's quite a lot to be learned. You really are quite inexperienced. I really haven't come here with the attitude, that as an almost Master of business sciences, I know everything, I can do everything, I have come with such a humble mentality." (Vicky 913)

*"And after that (the awakening of the interest in taking over the business) I immediately found out about the educational possibilities. I am in the social field, and I had worked within my own branch. But I don't have much experience in business. Then I thought, ok, I will study and then I'll see...if I don't like business, if it's kind of too harsh for me or something like that, then I just won't go. That I'd see how I feel. It felt better all the time, better, and better." (Tracy 40/1/3)..."*But that I've been used to study. I've graduated under the economic depression and I've kept studying all the time beside my work." (Tracy 41/4/1) *"In a way it's nice that you're somehow a little involved. As long as you can take it in a way that you don't get burned." (Tracy 41/4/3).*

Joe, Vicky and Michael have discontinued their business degree studies, and started to work instead of studying. However, they saw it as somehow necessary to complete their studies. To some extent, an incomplete degree seemed to bother them all except Michael, who, especially, took specified business courses and focused on his current needs.

Exceptionally, David and Tanya have completed a university business degree. According to them, however, only analytical thinking and language skills were beneficial in this matter, not a degree itself, but the overall outcome of it. Tracy, in turn, feels insecure regarding her business competence. She is planning to have a more formal education. It should be noted that she and also Sarah have come from different fields to work for their family businesses.

All the interviewees, except Tracy as less experienced, seemed to not be paying attention to the relevance of a formal business education, in terms of competence at work. Instead, one knows about the possibility of taking courses whenever needed at work. It seems to me that education is mainly an aid to understanding the business culture, i.e. the basic view of business.

3.1.3 Variety of work experience

The interviewees' respect for learning at work is emphasised in the quotations in this section. The interrelation between early socialisation and the variety of work experience within a particular family business is the most evident here.

"I was then cleaning at Company S. I think it's the thing with all family entrepreneurs, that you've done all kinds of work. I've been taking care of animals...My whole family and relatives have been working when there was the strike on the branch. Even grandfather was making operations to get products to the customers.. We've had to work." (Tracy 44/5/1)

"The first things that I've done...I must have been around 14-15 years old, as a helper on a stock. And I've been working summers. I started at the factory as a sweep machine driver, painter, assembly liner, I cleaned...These kinds of secretarial jobs, I've been on the switchboard. I've been working in the export division, as an export assistant. Been a fair hostess and all kinds of things. Little by little the job description has always changed." (Vicky 942)

"One way or the other, summer jobs....At that time the weekly pocket money wasn't that much, that you would've lived on that...I've been heating a company's sauna, cleaning it and got about one mark per hour or something like that." (David 140) "At the age of 12 I started my summer job as a stock worker and that's the way the summers went. I can't remember working during the winters at that time let's say during the time of the comprehensive school. Practically I worked at our factory...Wearing overalls let's say 'til the age of 18. Then when I started at university, I started the office work, the department of finance and such work...all kinds of tasks until I graduated..." (David 149b)

"...I must've been in the second grade when I was already holding the mop and cleaning factory floors. My working history at Company A really starts, I might've been in the first grade, the first summer...I went along to work...In the backyard I dug small holes and put ants and small animals in them, it was really also a lot of this stuff, but anyway I was there. In the third grade I was there like from seven in the morning and left at four. And then I also had a friend with me. Mainly it was cleaning jobs then. I think I was in the seventh grade when I sort of stood in for the manager of the dispatch department. Then I practically got some responsibility. And a few customers did teach me a good lesson, if the goods didn't arrive." (Michael 319b)... "Then it's also educating that my tasks have been so different. In the "West" I was a sales manager or a sales assistant. Then I was the contact person between the factory and the sales office. Then I went to the army and returned to Finland, I first started as a regional sales manager. (Michael 366)

The NGMs have begun to work in the family firm at a young age. The working tasks related to their personal capability at the given time. Working for the family business is possible even without a formal education. Later on, the tasks have been matched to their interests and educational choices. The NGMs have had remarkable opportunities to work in different divisions in order to see the firm's functions from different levels and perspectives. They respect this today.

Early working experiences obviously have provided an introduction to the business field. It has taken years to earn the list of work references. The NGMs have learnt to respect all kinds of work. Most importantly, a healthy attitude towards work is gained due to the variety of their working tasks. In other words, family business work experience contributes to the socialisation process and serves a context for further preparation.

3.1.4 Increase in responsibility

This section describes the NGMs' latest career advancement and current position in the firm. Today, all the interviewees, except Joe, hold managerial positions in the particular family firms. Additionally, most of them are Board members as shareholders. Gaining more responsibility is a step-by-step process during one's career towards occupying a powerful position. The emphasis in career advancement is still on learning by doing instead of the educational background.

"I was supposed to work in recruitment, I would've started there. But then there was this Company purchase, this side-branch business was bought, and then I went there. Then in fact I wasn't that long...I stayed maybe half a year. And then I went along to work with the new branch. We were just launching our new product. I took part quite actively in that. Actually, we stopped that later, the pilot part. We thought that not at this stage...And also in our information service. I didn't have any title, but I did all kinds of things, mainly got familiar with the company culture. " (Tracy 41/2/2)... "Now I work under a manager title, I'm managing a unit. There are 3 different units. And the units have their own Service Managers. We also have a Service Manager in our unit. And there's me as the Unit Manager. The other units only have Service Managers and then there's Tina (the mentor) CEO. But as our unit is such a big unit, we've done it this way. And the Service Manager is standing in for me while I'm here. I am actually participating quite a lot and know where we stand. But I don't work on daily basis currently (maternity leave)." (Tracy 41/3/2)

"Then there are, of course, all these considerations, that is it right, that I will go changing the structure of the organisation. Should I just be a technical Chairman, not make any opinions on that. But then on the other hand, in such a position no one is just some kind of a technical Chairman, but then you have to take the responsibility and do what you think is the right thing to do." (Sarah 2927)

"It was this classical test managing the subsidiary in America. I mean, that it's usually considered a good working experience, because it's a very difficult and hard market area...Anyway it's said to be a good example of a market finance country in many ways...I started in this Marketing Manager's job...I was invited to be a Board member at the same time. My brother was a member of the Board before that, but he wasn't really that interested in the job." (David 151)

"My trip to the West, well I really went to learn about the local customer service...dad was sponsoring it. I arranged the work permits and such myself. But the idea was for me to study there. And that's why I came here (Finland) for the sales tasks. And I went to be a local salesman and thought while working that how could I change it slightly." (Michael 367)... "I was transferred to run an organisation, where we did this kind of a method development, a kind of franchising style...and we reorganised the whole organisation. It was quite a large thing in a way, while the whole management was replaced. At first it was a real baptism of fire, we really got into a big conflict with the management at that time. And I had to provide arguments for the CEO and we had some difficult negotiations there." (Michael 368) "After that I was transferred to run the database side...And from there I left for "the East" and worked as the company's Sales Director and Managing Director. Then I got the duty to open another company there and build up the sales... we were the minority shareholders overtaking of the factory. The local people tried to get us out from there. We went through several trials." (Michael 369)... "There I came to take this Marketing Director's job. I was supposed to stay in Finland...but then I got this job in the South-West and I worked there as a Managing Director, but in between I worked as a Production Director. First there was this run up phase, and then the run down phase." (Michael 370)... "I've just come back from the South-West. I've been responsible for the subsidiary. And I work now as a Business Controller here, meaning I will be responsible for the financial administration of the company. Our Financial Director will be retired part time and I will then take over his tasks". (Michael 322)

Michael has had various positions of responsibility in his career. Exceptionally, he was already given such a position in his early twenties. He describes experiences of both failure and success, which might have helped him to gain these increases in responsibility. In other words, he has been trusted early on and he is grateful that he now has a view of the whole company and business field. According to his feelings, it has not been easy to take more and more responsibility.

Responsibility mainly increases mainly in line with a linear career, and within a particular firm. Tracy works as a manager, with the position having been created for her. She has proven her capability in taking on more responsible work tasks. Proving a capability to be professional defines the current status at a firm and enables an employee to gain more responsibility.

To some extent, status is not purely related to educational background. Instead, responsibility increases in line with personal competence and capability, achieved throughout the career and gained through working experience. David, Michael, Sarah and Tanya already hold powerful management roles. They have had various working experiences and they have proved trustworthy in this matter. For example, Tanya - now in her forties - was not entrusted with a CEO-position before several years of working experience. Sarah was trusted after she successfully reached the goals set under her Board responsibility.

3.2 Other family relations

In this section, the excerpts reveal the importance of good relations with other family members. Relations consists of siblings and/or spouses either in or outside of the business field, as well as members of the previous generation whom are in the business. Table 4 presents, partly as coded information, a group of members from a particular business family. Those family members, who are mentioned within the quotations, seem to be relevant to the developmental support of the mentored NGMs (*in italics*). They are mainly the members involved in business operations (Inside Family Business - FB).

TABLE 4 The family members involved in business ⁹

NG	Inside FB	Outside FB	Potentials in the future
Joe	uncle	* and **	several cousins
Vicky	<i>brother, uncle, aunt</i>	<i>sister</i> and **	several cousins
Tracy	brother	<i>father, brother</i>	none yet
David	<i>spouse</i>	two siblings	none yet
Michael	1+2 brothers	*	none yet
Sarah	cousins, <i>uncle</i>	two brothers and **	4 th generation
Tanya	son in law	two sisters	none yet

* unspecified number of siblings

** unspecified number of cousins

There are the NGMs who might join the business in the future. This refers to a near future vision of business families. However, none of the interviewees see this as problematic yet. The meaning of other family relations is focused on in terms of the current circumstances of the mentored NGMs' personal growth.

Siblings

"me and my siblings, Nora and Nigel, we are on very good terms, like the three musketeers. We're all very different from each other....But still we're all for one. We're like telling each other everything and open to each other. We are also on very good terms with our cousins, but they're that much younger." (Vicky 968)

"We are in a way, if we say within the family, strangely divided, as we're all very different from each other. For me, they say for my nature this commercial branch has been very logical. (David 139a)..." (siblings in the firm) *They've sort of jumped off along the road, more or less, each one for different reasons. (David 142a)*

"Let's say, that I have a relationship with my older brother where we go through things a lot between the two of us...this morning was the last time when I criticised something to him, or let's say that I questioned something that he's probably going through at this moment. Counter-questions, why this way? And how are you going to do that? In the same way he also gives it to me for real. You could maybe call it sort of the strongest link." (Michael 336)

Both Vicky and David are the only ones from three siblings who are seriously committed to the family firm's operations. Vicky's siblings are Board members of a subsidiary. Their close relationship involves open discussions about business issues in addition to personal ones. David's siblings have not been interested enough to stay in the particular business. His siblings seem to be indifferent regarding business discussions.

Exceptionally, Michael works alongside his oldest brother, who is currently the CEO in the firm. They give and receive constructive feedback, and maintain open communication. Obviously, they get along quite well in terms of a business relationship.

⁹ Business involvement (Inside FB) is defined through the operational level and it does not include the ones only owning some shares (co-ownership) and/or with only a Board membership. Each of the interviewees has a parent involved still in the business (except Sarah). These are then excluded from the Table.

Spouse

"(wife) I have a habit of talking about work issues at home. She's very aware of what's going on, usually about the stuff. Because she's very good at questioning things especially when it's a matter of how you use your time and other things. And sometimes when I've showed her my calendar, she goes "what's your work contribution in that meeting, why go to that again?" She's very good at questioning things. Then there you go and try making arguments for why I'm sitting in all kinds of minor functions in the country." (Michael 359)

"...I do, unwillingly, drag my husband into this. He's never said anything about it, but you easily talk about things at home...then I sometimes ask George, could you read this article, is it ok, is everything here, is the grammar ok, that he'd read and he knows very well how to make corrections. Or then I practice my presentations with him." (Tracy 58/2/2b)

"...In principle, we (with wife) worked together at our home office. An ideal family business case when looking at it from the outside. From the inside it was probably a lot more multidimensional. In that matter it was also a very educational experience...I couldn't really in any way recommend it to anyone." (David 155a)

Spouses seem to have supportive role. Tracy's spouse gives feedback and provides a forum for testing skills. Michael has a spouse who questions priorities. Singulary, David has experience of working together with his spouse, which he did not regard that positively. The spouse outside the business is recommended as providing an outlet for detailed concerns, but not necessarily within business decisions.

Family members of a previous generation

"Uncle Harry was still alive during my first year there (member of the council). I discussed one solution with him, just once. I asked him for his opinion on the fact that I've come to the conclusion that we need to change our CEO, who is my cousin, to an outsider. If he thinks the same and he said that he agrees. But there wasn't any kind of a support person or anything like that before the mentor." (Sarah 3341)..."(an external mentor) I feel that it gives you a lot more freedom...And also if I say, that I've just discussed once with my uncle, that it's just one conversation. I didn't think that he was a mentor for me, because there was just this one conversation and, for me it was more about assurance. Of course, in a way, if he'd had good arguments, if he hadn't agreed, then I would've, of course, kept thinking about it. But at the same time, if he'd totally disagreed, then it would've made it a lot harder for me to fulfil my goals." (Sarah 3443)... "Because we had one very strong person, who was affective from the second generation. If he'd said that "I disagree" and also told that to his branch of the family, then it was good for me to know what he thought, whatever that was. " (Sarah 3444)

Considering the roles, Sarah is exceptionally merely a Board member. It seems to be important to keep healthy relations with other relatives, especially in the face of critical events such as re-structuring the organisation. Sarah once turned to her uncle due to the lack of a business parent with whom to discuss things with. (Researcher's summary)

"My aunt Monica is also kind of a fighter. I could say about her, that she's a bit of a...psychologist, that she always listens if you feel that you can't hang in there and the expectations are too big, then she always cheers and encourages you. It's really a wonderful thing, that she's with us in this life." (Vicky 963) "Monica (aunt as the mentor?) doesn't have the know-how when it comes to practical business issues. But then again when it comes to human relations and that sort of thing, she does. Then you can get something from there. With Monica we are probably more like teaching each other. Surely Monica then gets something from me." (Vicky 965)

"Well, Jack (my uncle) is a bit more quiet, but I get along very well with him. I get along with everyone of them. We talk about all kinds of things quite a lot. But where business is concerned, Jack's kind of been left out for me, we don't discuss these things that much, but that's because he also works in another unit. But otherwise we understand each other extremely well." (Vicky 966)

Vicky prefers to have mental support from her aunt in regards to handling the complexity of the gender role. They are both females in a male-dominated business. A family member from a previous generation in the organisation is respected when the NGM feels that they are cared for.

"We're on good terms with my dad (Robert). And my dad's been very supportive to Layla (mother)" (Tracy 58/2/1a)... "In the first place, if I have something to ask, I ask either Tina (mentor) or Layla. But I can also ask dad. It's just somehow come to be that way. But surely Robert can also answer the same questions.. And then again Robert has, for example, helped Layla a lot with her presentations and with writing speeches. If I needed such help, I would get that from Robert. Robert's skills in his mother tongue are better than Layla's. Then he can help with making speeches if needed. And he's happy to help, if I want him to." (Tracy 59/1/3/)

" And I never really got to discuss business with my grandfather. He died years ago. Then it would've been nice to experience that...And really a well known person in Finland. Then, it would've been nice to learn a little. Listen to those stories, what they did 50 years ago. But there wasn't enough time for that." (Tracy 59/1/2)

Tracy's father could have been the source of information and support. So far she has not utilised this. Her grandfather has passed away, which happened before she decided to enter into the business field. She speculates how much valuable experience is missing. Tracy indicates that she respects experience as a learning resource.

Family members from previous generations are mainly regarded in a positive light. This appears in the context of either in or outside of the business. Inside the organisation, support covers the mental issues of daily working tasks. At home, supporting the interviewees' developmental tasks, such as strengthening their own views and skills, are emphasised. Other family members represent an everlasting source of support. It is always available and utilised, mainly regarding personal uncertainties, whenever the need arises.

3.3 Succession signals

The signals indicating the succession are analysed in this section. Succession, here, means not only a business transfer in a technical sense, but also a set of processes taking effect on both business and personal issues. Its characteristics cover the predecessor's influence such as 'planning intention' and his own 'pain of letting go'. Additionally, the NGM's 'aim for business renewal' is a signal of a succession process from their point of view. In conditions of succession the business family influences on the NGMs' process of preparation due to its emotionally rich elements, mainly brought about by representatives of the

previous generation. Below is summarised the main succession circumstances and an interviewee's involvement in a particular firm.

1. Pre-preparation period (interchangeable with early period in this study)

Joe: The family company is transferring to the fifth generation management. The external CEO will still be in charge for several years. The ownership transfer is still ongoing and depends on the future positioning of the fifth generation representatives. There are several possible positions to enter. Joe has not yet decided to enter the business. And there are also several other potential successors (cousins) on the list. The decisions will be made in a couple of years. Joe's father is a Board member.

2. Early preparation period

Vicky: The family company is run by an external CEO, who will retire in two years' time. Vicky, as the first third generation representative, works as the product manager. She is also a Board member, as are her two siblings. There are several other cousins, who are younger and still studying, however, potential successors as well. The ownership plan has not been conducted yet. Vicky's father is the Chair of the Board.

Tracy: Tracy works as the unit manager in the firm, which has an external CEO, who will not be retiring in the near future. The firm was owned by her mother, who actually represents the third generation of the business family in this field. However, due to the firm split in parts at those day, it can be said that she has made the ownership transfer to the second generation. Together with her brothers, Tracy is one of the three co-owners. Her mother is currently the Chair of the Board.

3. Late preparation period:

Sarah: Sarah represents both early and late preparation periods due to her exceptional career process and position in the family business (compared to other interviewees. She entered the company only as the Chair of the Family Council. She is the third generation member and owns some shares in the, partly cousin consortium owned, family company. The company is run by an external CEO. Sarah's father passed away before succession was in process.

David: David works as the marketing manager and he is a Board member. He represents the second generation in the firm, which was established by his father. His father is a Board member, but he has already retired from operational tasks. David is the majority owner, however, the transfer is still in process. His two siblings are not interested in taking over the firm. The firm has an external CEO.

Michael: Michael works as the financial manager in the family firm, which his father established. This second generation firm is run by his brother, who works as the CEO. They are both Board members. Their father is a member of the Board, which has an external Chair. The father still owns half of the firm, the other half being shared amongst all the siblings. However, Michael and his brother have more shares than the others who are not yet involved in the business.

Tanya: Tanya is the second generation representative. Uniquely, when compared to the other interviewees in this study, she is the only one to hold a CEO position in the family firm. She is also a Board member. The ownership transition is still in progress, but Tanya already holds quite a large proportion of the shares. Her father is still strongly involved, both operationally and on a governance level.

The interviewees cover different statuses. A notable difference between the interviewees is that Sarah has not been involved in an operational capacity. Her entry only happened after the third generation had been positioned in the

company. Additionally, Joe does not yet have a position. The variety in experiences proves that succession is a tailored process in which ownership transfer may take years. Moreover, the order of management transfer and ownership transfer can be different, and they do not advance along a similar line or schedule. Here, some interviewees are already Board members and managers, but they are not co-owners yet.

Succession signals are emphasised with the relation between a business parent and a particular NGM. To some extent, the business parent is still involved in the business. This mainly means in the capacity of a Board member and as someone with ownership rights. In other words, the predecessors still have power in their hands. (Note: The terms business parent and predecessor are used here interchangeably.)

3.3.1 Planning intention

The quotations in this section show that NGMs respect succession planning intentions and actions based upon them. These include such things as the business parents' own career planning and delegation of responsibility for the business.

"Again it has to do with my father's systematic aim for Company B's common community welfare... to start preparing for the succession and this kind of stuff. Anyway, he's been active in starting the arrangements and changes. In a way, he's realised that you need to do things early enough...It doesn't necessarily mean that it would be extremely simple and that everything would work just like that." (David 174) "we've taken a quite pro-active way of marketing strongly that there will be a succession. Of course it brings its own challenges as to what kind of a message will be sent." (David 176)

"(your father nowadays) He's still the Chairman of the Board. Well not actually full-time any more, but anyway quite active. Then he's been building the project on his free time...He's gone over to this kind of general development within the branch. It gives a very good picture of his logical way of thinking in enhancing the matter. It will be useful this way." (David 197)

In David's case, ownership and leadership transitions are progressing quite simultaneously. For him, it is now easier to concentrate on the functions of his own career in the family business. This is because his business parent has already moved toward his own future career goals. It seems that David is, in principle, given room for his business actions. Additionally, the succession is publicly known among the stakeholders. David respects his business parent in this matter as well as his father's activity and visions in the field.

"Layla (mother) has little by little moved away...they (the CEO and Layla) divided their jobs clearly between each other. Layla's been active towards the outside. She's taken care of the media and spoken about the firm around the world. And Tina has been taking care of this, ran it." (Tracy 45/1/1)... "Layla's got so much previous experience through her relationship to her own family firm earlier on. I think she's gone very far in her own mind, given up shares. Quite smart thinking about our best interest, in our firm. She's trying to see things." (Tracy 49/2/2)

Tracy currently faces the transition of leadership. The ownership transfer was already conducted before the next generation entered into the firm. Now, the ownership transfer is about to be complete. The predecessor and the external CEO have clearly differentiated business tasks. It seems that the business parent tries to see what is best for the next generation. Furthermore, Tracy respects this.

"They moved abroad with our youngest children. At that stage my older brother accepted the task. I was one of the candidates for the job...An external interviewer analysed and made a suggestion and based on that, the evaluations were made. My older brother was then chosen, which certainly was a good solution. One could say about this, then, that this succession started more concretely." (Michael 346b)

Michael confronts final and concrete moves, in terms of the leadership transition, after a competition for the CEO's position. The business parent has used a neutral outsider for evaluating the successor, which reflects an awareness of his emotional involvement within planning the process of choosing a suitable successor. The choice of Michael's brother was based on rational reasoning. In fact, Michael agreed and accepted the decision. In this case, the ownership transition is to be finished in the future.

Planning has an impact on the NGM's trust in the family. When the intention is moved to real action, it will make the NGM's entry decision easier. Moreover, planning also gives a signal of the predecessor's real intentions to move out from the business and, especially, its daily operations. These are also connected to the issues discussed next.

3.3.2 The pain of letting go

This part of the analysis justifies the need for empathy during the period of succession, which brings to the surface sensitive issues for the previous generation. The NGMs explain here their understanding of their business parent's emotional task.

"And then it's been (the succession) a very hard piece or a huge thing also for Layla (business mother). We also have to value us children, because it hasn't been an easy thing...We can already see that from those old fellows there...They hold on to the reins until the very end...You've done something, created something absolutely amazing. Then, if you don't feel a bit left behind...then why leave." (Tracy 49/3/1)

"In a way you need to be very distant. Surely if the other one had completely left the operative tasks 15 years ago and doesn't participate in any way, it would surely be easier than being more or less still involved with the operative functions. It makes it more difficult." (David 136)

"(succession) It's a big and demanding process. It's mentally very tiring. For us, the divorce process, which is going on at the same time, certainly brings its additional colour to this...You could see the pain of giving up concretely when dad left his CEO task here." (Michael 346a) "Dad's the establisher....he's familiar with all the phases, well...it must be something like giving up your own child or a process similar to that." (Michael 348b)

There are two key points that indicate emotions relating to succession signals. Firstly, to give up something, which is created within a lifetime, produces pain. The firm is usually compared to 'a material child', when it comes to a business parent. This is especially the case when the business parent is the founder of the firm. Secondly, succession reflects the early events in which the business parent realises his/her own family business career is coming to an end. Inevitably, these situations create emotionally charged circumstances that the NGM needs to confront. Tracy, David and Michael understand the business parent's need to manage their own emotional path. To some extent, they respect the persistence of the business parent in trying to let go. However, they themselves will confront new challenges in terms of emotions. This will be discussed later in the study.

3.3.3 Aim for business renewal

In this section, the interviewees from late preparation periods illustrate the complexity of facing resistance to change. In these cases resistance to change of a predecessor is partly due to the NGMs' aim for renewing a business in terms of organisation culture and management structure. This concern comes into view when the NGMs already hold the positions of power, i.e. both leadership and ownership transfers are about to reach the end.

"Of course at the same time we've had to make these kind of big line decisions in the firm, like this foreign factory case, the running down of it, well when carrying through all these hard decisions there's been a few father and son relationship discussions going on during the last 2 years. Occasionally it's been very stormy"...(Michael 348a)..."Then this phase of changes, when starting to carry that through in a community, that can again look very ineffective in my father's eyes. He also gives direct feedback on what he thinks...a new leadership culture has been brought into the house, these discussions have to be held in this kind of a succession. The question is precisely about that will I be like the son? Then will I go listening to what dad says all the time? Practically my first decision won't be until I decide on the colour of the flowers that we'll put down on my father's grave. This is the way it can be in many cases. That's the son's first decision." (Michael 351)

This quote from Michael, shows how difficult it is to make business renewal acts in the family business. The circumstances today are different compared to the parental approach in childhood. In those days, Michael was given responsibility and room to carry out his own ideas. Today, he has decided to stand on his own two feet. He aims for business renewal in terms of organisation culture.

"That's what the business culture is like in the firm. How do different leadership behaviours fit in? It comes down to these processes of giving up, like when I look at my older brother, who's the CEO here and then dad, how different their leadership methods are. Dad and these other two Management Group Members have built up everything from the very beginning. Back then this was kind of a management centred firm. And we of course have been bringing it towards the kind of process management all the time. That means my brother delegates work, gives work to others, doesn't give them the answers. Earlier they got used to going into the corner office to ask dad how something's got to be done and the boss told them how...We've had these discussions about how we're not going to give the answer but have

people going and figuring out themselves. Then we just encourage them in making the decision.” (Michael 350)

Michael has understood his responsibility in making business renewal decisions. Even if it is hard, he has, with his brother, decided to move on from the traditional, patriarchal organisation. Practically, they empowered the employees. In doing this, Michael reflects his own experience of having responsibility early in his career. Michael is prepared to face the conflict with his business parent. He is no longer willing to be at his father’s command.

“The CEO is kind of my superior. This is one of the things about these main responsibility issues...It’s very important for him to function at the time, as the Marketing Director, to sell a lot of these products and succeed through that...” (David 194)

“I was on such a personal level...well I had been there for a year, this was my second year as the Chairman of the Family Council...And during the second year I realised that I had to sort of make some changes here.” (Sarah 2823)...My task then was to function in a family business firm as the Chairman of the Family Council...because we were just going through a process of changes, I had to lead us through, where we abolished the Council and instead we rearranged the firms leadership model. That was still this kind of a situation where changes got brought through.” (Sarah 2502b)

David has emphasised his business renewal aims in products and sales. Renewing a business is not yet a clear case here, but first he needs to find a balance in giving orders; between the roles of the manager at the CEO’s command and a Board member. David has not experienced resistance to change as both Michael and Sarah had. Sarah is prepared to face the challenges of renewing the management structures. Her experience is quite short compared to other interviewees in this study, but still she has decided to confront the responsibility of her actions.

Aiming to renew a business usually appears when the next generation reaches a powerful position in the business. The NGM faces more responsibility, along with new roles and positions. Additionally, the previous generation is usually still present in terms of power. Conflicts may emerge when the NGM has a new way of seeing and acting toward the firm’s culture or strategy issues. This is a complex issue in an emotional way for both parties involved. The interviewees at early periods, Tracy, Joe and Vicky, have not yet reached this level. Therefore, business renewal works as the starting point for the late preparation period in determining the importance of open communication in the succession process. The issues related to communication will be discussed in the following sections.

3.4 Business parenting

This part of the analysis opens up the relevance of parental relationship in terms of succession. It also reveals some cultural aspects of business families which are, however, not discussed in depth, as only one of the family

representatives' perspectives was available. Here, it is illustrated how business issues exist as a background at every turn when the NGM perceives a parent to be involved. The interviewees tend to call the predecessor father or mother (except Tracy) within the business environment also. Both arguments support the choice of using the term 'business parenting'. It refers to a parental approach towards adults. Moreover, plain 'parenting' has associations with a period in childhood, which was not possible to investigate here.

The subcategory of business parenting is characterised through four characteristics. 'Role differentiation' is required first when one works with the business parent, someone who values business as being of primary importance (business priority). Both 'encouragement' and 'critical feedback' expresses the business parent's style of behaviour toward the younger one. From time to time, experiences of business parenting reveal uncomfortable feelings as interpreted from the NGMs' perspective. Finally, however, the NGMs indicate 'respect' in several aspects. Differences in experiences can be seen depending on whether the relationship is between a female business parent and a daughter, or a male business parent and a daughter or a son.

3.4.1 Role differentiation

The role differentiation issue will show that the predecessor is still perceived as a parent even in the working context. The female interviewees, in particular, concretely recognised the need for role differentiation regarding business issues. The males were more likely to behave and approach matters similarly when facing either a father or predecessor.

"Here I have to call him (dad) the Chairman of the Board and I can't use the word dad when calling for him. We use it as a public joke, asking if the Chairman of the Board is around. Around here, dad's the Chairman of the Board and dad at home. At home we can talk in any way. But when I compare my talking to him, whether it's here or at home it's still quite the same. The only difference is that here you can't always disturb him. It's also annoying when he uses his authority and is nagging every now and then." (Vicky 962)

"I do see her (mother, the one who's given this up) often around here. We've also been to some meetings. It doesn't bother me in any way. Not when I'm used to it. Maybe I was a bit confused at first. We've been talking about that with Tina (the mentor) before. About how to dress, do we use mom at work, all these basic issues. That's just the way it's been going. We've also had others here, whose mother and child work here." (Tracy 45/2/1)

Business parenting reflects a role mixture. This creates confusion in the NGM's mind. The daughters have understood that the parental role at home needs to be differentiated from the working role. The parent becomes the business authority in a concrete sense. This means that the next generation faces a need to concretely change their attitudes and behaviour toward the business parent. Role differentiation is difficult due to the parent's involvement since childhood. In other words, role differentiation demonstrates a conflict with reality. Tracy deals with these confusing feelings by means of having a mentor.

3.4.2 Business priority

It is shown here that the business parent gives or has prioritised the business over their family. In terms of values these are, to some extent, contradictory to those of the next generation.

"He's quite work centred. It gives you a good picture of it, as mom took care of the children at home. He was away a lot. He's given most of his life to this firm. That's the way I see it. In civil life he's maybe a bit distant. We didn't get that much time together with him. But then again when we start talking about products and stuff like that, then we get a lot closer to each other." (Michael 342)

"My point of view is quite subjective, as the actual experience is quite limited...It's probably got a lot to do with the fact dad wasn't really a 'house rat' for obvious reasons. In a way I can't really judge him on that...We haven't had a very problematic relationship at any point. Maybe in a way we're a lot alike, to a certain degree by nature..." (David 143a)

"...surely if you think from the perspective of the firm and the entrepreneur and of the actual generation's perspective, if something in this life is important it's for someone to take over the firm and the life at this stage of the business. That's definitely really a traditionally important thing. And he's of course trying in all possible ways to take this issue further all the time. And it's boundless in that way...you have the support in that and this is extremely diverse. But as they say, everyone wants, in principle, the best for each other. Is it more a question of an embarrassment of riches, you could define?" (David 138)

Business parents have always been working a lot. Both Michael and David have understood the business as the primary interest of their business father, especially during the early periods. David feels he has been given an excessive amount of support from his business father when it comes to business continuity. To some extent, he is not comfortable with the feeling.

"At that time women made careers. It was that kind of a period then. We went to day care at a very early stage and we've been eating ready-made liver casserole and spinach soup during our whole youth. That was my childhood. What's different again now is that you're on a longer maternity leave and breastfeed for a long time and make home made food. It was a totally different trend. That's what my youth was like...and who makes a better person?" (Tracy 49/1/2)

"We see each other often and the support that Layla (mother) gives me, she's been taking care of the children a lot, my kids. We call each other probably 5-6 times a day. Of course, when I work, we may not call each other that often but...we do call each other often. She's taking care of the children, that's the way in which she's been helping." (Tracy 48/1/2)... "We're travelling to the South with Layla now. There's a fair for our field. We're sort of going together the two of us for the first time; well, she said she's going to come as a babysitter. We'll probably also discuss some business matters over there...and I find it nice. We are on very good terms with each other." (Tracy 48/2/1)

"If my father talks, he always talks about the firm. Always. That also causes very strong counter-reactions, that's why for example my sisters don't ever under any circumstances want to come here, because they're so fed up with it...because I'm so interested in the business. It doesn't bother me like that, and it hasn't." (Tanya 833)

In contrast Tracy appears to be satisfied with the approach of her business mother. Today, her business parent is perceived also through her tasks as a grandmother. Regarding childhood experiences, Tracy's way of rational

reasoning is shown here in terms of describing the different external environment from the days of her childhood. On one hand, she enjoys the new kind of relationship she has with her business parent. The business issues are also present, especially now when Tracy focuses on her entry decision. This reflects the shared interest of the generational representatives. On the other hand, however, it seems that the new role of the business parent has prevented business orientated discussions with Tracy.

"...before I started working here, we discussed only a little business with my dad at home. It was almost like you got to read in the newspaper that ok, they've now bought us this and that kind of a firm and this and that. People in the village knew about things before our family at home did." (Vicky 927)...Dad has worked like a dog, always just work, work and work." (Vicky 956)

Exceptionally, Vicky is annoyed at being unaware of particular business issues. This is because her father never gave out any information in the family context. Instead, Vicky's business parent excluded her from business issues at home. This is in contrast to her wishes. Furthermore, work was given primary importance throughout previous generations. She assumes that she is also expected to work hard in accordance with the traditional family value. This assumption reflects the expectations that the NGM is experiencing.

The interviewees have spent less time with their business parent at least during childhood and adolescence. However, the NGMs bear no hard feelings. Instead, they have rationalised the reasons behind their parents' business priorities. Today, they have a closer connection due to the shared interest of business continuity. However, the interviewees perceived it differently. The business parent gives priority to business issues, and the NGMs face needs to develop themselves. This issue will be discussed in more detail further on in this report.

3.4.3 Encouragement

Giving encouragement characterises the approach of a business parent. The interviewees representing early preparation periods share this view. Here, their experiences of parenting are compared to the experience of having a mentor.

"I don't want it to be like there's me and dad talking and Norton's (the mentor) left out...Once something like that happened. It was because I was kind of poorly taught. I was put on a job, which I wasn't ready for. And I talked about that with dad, I complained and nagged. I had also mentioned about it to Norton. What I didn't like about it was that dad had mentioned about it to Norton. That's not the way he (dad) should act, it's for the best when it's left between me and Norton. I don't want it to be like when the manager's little princess comes to work here everything has to go as smoothly as possible. It was kind of a tricky situation, which I was left to solve and I didn't have any background information on it. Then this is just what happened, but in the future I don't want that to happen. Anyway, it didn't cause any bigger conflicts. But anyway." (Vicky 917-918)

Vicky has a different view than that of her father about how to cope with complex situations. Her father has reacted to and become involved too fast in a

situation where she could have corrected the misunderstanding. She understands that her father is just trying to help her. Still, she regards it as inappropriate in the given situation. Vicky seems to prefer to handle situations on her own.

“(mom’s mission) Layla’s been kind of a general support, a mental support...Well maybe some practical things, you can ask Layla straight away about these little stupid things...in fact something like how do you legally cancel a lease. Such practical things here I’ve been able to ask about. But we go through these work issues more with Tina (the mentor), all these informative issues. Maybe then with Layla we go through these more common issues in the firm. But it’s not like we were planning anything, it just happens every now and then.” (Tracy 48/1/1)

“(about performing) At least Layla said, I don’t know whether she’s just trying to comfort me, but she said that 20 years ago she was very nervous and so. That’s just the way it is, when you just keep facing the situations and of course that’s what I’m also trying to do, not to avoid them. I’m looking to get into them, to get some practise. That’s also what Layla said... that she enjoys performing. At one time she didn’t enjoy it. That’s very comforting. I don’t have to enjoy it. As long as I can just manage to say what I have to say.” (Tracy 56/3/1)

“I’ve always had these kinds of older support persons in my life with whom I’ve talked a lot about work issues. Let’s say that my dad’s the most important. But with him we’re kind of...of course he still gives me advice and guidance, but in a way we’ve had that much, in a way he hasn’t been giving that much of it anymore. That’s why, that’s how this mentoring idea came up, having an outside person.” (Joe 218)

Tracy’s mother has reflected on her own prior experiences in order to show similar concerns in personal development matters. This appears to be the appropriate way during this time of Tracy’s uncertainty in her own capabilities. However, Tracy seems to be suspicious about the intentions of the positive encouragement. Tracy characterises business parenting as more spontaneous than mentoring.

Joe recognises his business parent’s counselling role as well. Although this has been a positive experience, now, at the early period of preparation, the role is insufficient for him. They have agreed to find an outside perspective in preparation matters.

The NGMs, especially females, are encouraged in a *positive* way. To some extent, they are not comfortable with this approach, even if it is well-intended. A business parent seems to be an insufficient source of information. This is partly due to their decreasing credibility as a parental role model.

3.4.4 Critical feedback

The parental approach in this aspect reveals a spirit of being negatively orientated when compared to the approach previously discussed. The quotations below are taken from the male NGMs, who are running business operations from a higher position in a hierarchy than the interviewees at early periods.

“These responsibility issues have included real responsibility. Our dad has also always been very demanding. If something’s gone wrong he’s really given feedback on it. You could say it’s a very demanding thing in this father-son relationship. It’s like am I as strict as the business

world usually requires? Anyway, it's been working. We haven't been getting away any easier than others even though we're family, you could say it's been even harder for us. We've also had to be an example. It's been a tough road, but it's also been educating." (Michael 313)

"Of course it's the same thing, this practical advice and guidance. Of course in many family business firms...as you're the establisher and so, then the mentoring (dad) could be on a kind of practical level like "This is supposed to be done like this, next week, damn it! It's not really mentoring even if might be a very good idea to help you in your work and everything else. Why hasn't this been taken care of already? When I was doing this job, it was done this way."(David 135c)

Michael has believed his father's trust in him in terms of the responsibility he was given at work. His father uses paternalistic methods. Michael receives feedback, which, however realistic, is given in a negative manner. He has accepted it as a way of encouragement, through which he has learnt to face the hard business environment. He rationalises his father's aim as a good intention when discussing about it afterwards.

It seems that David, similarly to Michael, has an experience of a paternalistic style of business parenting. He feels uncomfortable when issues should be dealt with by using the methods of the previous generation. David also understands the good intentions of his business parent, but finds it to be an inappropriate approach.

"In my position I naturally always have to answer for the results to the firm and the CEO, and also then to all the relatives. You always have to defend your own doings and points of views, why something goes like this and this. In a way, it doesn't result in any natural and constructive discussions very often. There's not much of this consideration stuff because you're so deep in this firm that you're more or less behind all the decisions which have been made. And if someone starts questioning these decisions for some reason, you don't think of it as a very positive discussion yourself. If someone could question it in a positive way you certainly need to respect this person very much as a business manager. He should also be very good at presenting his matter. Otherwise, you would burn the kettle to the bottom quite quickly. Very easily." (David 191)

"(the challenge abroad) It was very good because, for example, at that time discussions with my dad were to some extent easier, because we took care of the work in The West together. I wasn't involved in everything back then the way I am practically involved in everything in the firm nowadays. At that time, the discussions were sort of a lot more political. Speaking on a common level, about common things...Very often it happens in firms that when you're in a position of making decisions you try to find a consensus even with a small group. That happens either knowingly or unaware, making the decision that this is what we're going to do. In a way there wasn't any of this, but we purely tried to solve the problems as they were. The problems were huge. My dad had tried to solve them before without much luck. That's why he was also quite humble in thinking about the problems with others. He'd failed many times also himself in many decisions before. We suffered from quite big losses back then. The discussions were more like about standing on the same level then." (David 159)

David has to justify his business actions at every turn, which causes negative feelings. This concerns not only his father but also the others involved in the business. He would respect the feedback given in a positive spirit, which seems to be lacking in the approach of his business parent. However, David has had positive feelings when given room by his father. In this case, they appear literally with a physical distance between him and his father, due to his running a business abroad. The communication between them has been more open.

Moreover, his father's admittance of failure challenged David, who was allowed to learn by experience. Non-family mentoring was not present at that time.

It seems that the male NGMs may feel uncomfortable when the parental business approach is *negative* in nature. This happens either when the son needs to stand for himself in business actions or, especially, in conditions of failure. Moreover, the issue of critical feedback as a parental approach seems to be problem-orientated. In other words, a sense of being negatively orientated is present in terms of any feedback. More will be discussed further on in the section on communication.

3.4.5 Respect

In this part, some personal qualifications of the parents are present in the accounts of the NGMs. Instead of experiencing uncomfortable feelings arising within business parenting, the NGM respects his/her business parent in several ways. The NGMs recognise their respect towards a business parent afterwards, when they understand the causes and consequences of the parent's particular action.

"I feel like I'm not as innovative a person as my dad who's the kind of innovator and drawer. He characterises everything by drawing.(Vicky 955a)

"I respect her (mother) being very aware of what she wants. She's got lots of new ideas and the courage to get the ideas approved. Her intelligence...experience..." (Tracy 49/1/1)

"Let's say that I respect dad's courage to give me responsibility. And also that he's been taking me along earlier...I can't really say for which reasons he did take me along" (Michael 340)... "...It's the same with my older brother, after completing his military service, he was 18 years old when he was made the Financial Manager of the firm. And also this, he just suddenly offered him the job, asked him if wants to have the job...I don't know, does he maybe deep-down have the idea of finding someone to take over. The other thing is particular way of growing up where you have to teach your children that they have to work, that's probably one of the reasons. But giving the responsibility, that's something you really need to appreciate. Despite his young age and having no experience, he still gave him this responsibility." (Michael 341)

"(both having strong characters)...Of course my dad's sincere in helping me and my wife to work in the firm in every possible way and the other way around." (David 134a)

Both Vicky and Tracy place an emphasis on the personal attributes of the business parent. They adore the courage and wisdom of the parent, owing to their contribution in the business field. David appreciates that his father has given him an opportunity to learn by experience. His business parent has positive intentions, yet, he is suspicious of these to some extent. Michael respects his father trusting him. In some part due to his father approaching him with hard methods, he is prepared to face 'the hard business world'.

However, the male NGMs identify and respect the methods for learning important. They do not consider the business parent's personal qualifications to be as important as the female interviewees do. These qualifications are not strictly transferable to the successor, but they can be identified through

analysing one's own working experience in time. It seems that the role model effect of the business parent decreases along the time continuum when compared to the experiences of interviewees at the early and late preparation periods –in this case, females and males.

3.5 Communication

Communication frames business parenting throughout the analysis. It is analysed here as *direct*, *problem-based* and *a lack of openness*. Communication reflects the existence of a *negative* spirit and therefore, to some extent, the NGMs perceive it to be uncomfortable. Communication varies depending on the concerns in the preparation period.

"For example, I've been arguing a lot with my dad in the last two years. I could say it's very possible that the reason for that is our close family relationship. It would never happen that I'd go through things the same way with, for example, Ronald Key who's an outsider or Mathew Od. It's much more direct because of this family relation." (Michael 318)

"...and in a way it's also a goal to get some progress in a mentoring thing. Let's say we're just so close to the hot porridge, or in the hot porridge. This father mentoring -relationship doesn't appear as a more peaceful way of developing." (David 135b)

Both Michael and David blame the direct nature of the communication within the business parent relationship. They also explain the kinship affecting the situation itself. In Michael's case, conflicts are not avoided anymore.

"Let's say that when it's a father-son discussion you put a lot more weight on that to some extent...let's say you get a lot quicker into these practical and concrete problems, which usually are hard to solve. You talk about the issue strongly and both parts have their own opinions about the case in advance. This is maybe the problem with the discussions. In the sense that both parts have their own strong visions and if they don't match...then the situation gets blown up very easily." (David 133b)...*"If you think about this in practice, like "I have this problem"...You go to your mentor and ask him what you should do. But in this kind of a father-son situation, as it is in our case, we both know what these x, y and z stand for from before...and this whole (father) mentoring answer is not at all based on this kind of an abstract discussion, but it's about our both stirring our spoons deep in the soup all the time. That's somehow preventing from..."* (David 137)

"(discussions held within the family) From how other people see it you have a great firm, you make great profit and huge dividends and everything's going just great, you listen to these conversations and it sounds like the firm's going bankrupt or something. And that everything's going wrong...You always kind of concentrate on these problems in the discussions and not on other things like I think you're trying to do yourself in the mentoring discussions....maybe to be a bit more positive. In a way, in these internal discussions with the family and the firm it's always about solving problems and through that...the problems are often people or issues and they're always kind of negative things. I think that's probably one big difference." (David 190)

David compares his experience of non-family mentoring discussions and discussions within family. He does not understand why good things are always given less attention when getting together with the business family. There have

always been problems to be considered, and therefore he finds the spirit of family communication to be negative. In other words, David feels anxious about problem-based discussions within the family.

"This (mentoring) is more like a friendship anyhow. In fact I have a very special father-son relationship, which is a very comfortable relationship. We have a really strong friendship. We do lots of things together. But...there are certain things we don't discuss. For example, there's this one thing, which we don't really talk about because it's kind of a sensitive area: the unfinished studies, graduating. Because for my dad it's like waving a red flag." (Joe 230)

Joe has a concrete problem regarding communication with his father. Their relationship and communication is good, but there exists a taboo. This unspoken issue creates a lack of trust and it can also be a trigger for conflicts, if they are about to emerge. The taboo issue is connected to his personal weakness, which the business parent is not comfortable with. It seems to create strong, negative feelings in the business parent. The taboo is the limiting factor in this relationship, and there exists a lack of openness in communication. This can be a problem in the conditions of prioritised personal developmental needs. Therefore, a need to discuss the taboo issue with someone arises.

"Somehow our, the way we see things...Dad's kind of a realist and I'm more like an idealist living in these castles in the air. That's where things collide, as our ways of thinking don't meet up with each other. That's what makes things hard sometimes." (Vicky 953)... "Actually dad hasn't really had any specific role with me, when he moved aside and stayed as the Chairman of the Board...I don't see him having a certain role in this. Well of course I can still sort of talk to him about certain things and discuss a little...but in the end we talk about work related things quite seldom with him, which I think is rather good...well, then there can be nagging...once in a while." (Vicky 916)

Vicky identifies the personality differences of the two generation representatives. The different world views may not match. Vicky is comfortable when she works and her father is not present. The relationship works as long as business issues are excluded and conflicts are avoided. It seems that a lack of openness in communication appears during Vicky's early preparation period.

"That's where you can see that a relative is sort of involved...when you get to act yourself with the relatives then you depend on all the other parts, their opinions and such. It's kind of one player on the field when it's a relative of your own. The same players that you're one of. You can get the kind of distance that someone has looking at it from the edge of the field. Someone who's not really interested in who's making a move on the field. This person outside the field isn't really on anyone's side. Also, this person doesn't have this emotional tie, like this is my eldest brother or this is my sister's son. All these emotional ties of different kinds and the things under the surface, they always have an influence." (Sarah 3445)

Sarah emphasises the emotions that are involved within family business communication. She sees the family as a team of insiders who are unable to evaluate things without feelings of closeness and unwritten expectations. This may generate conflicts. She has felt an uncomfortable dependence on the opinions of others, which have to be considered. This is due to business norms in terms of the strategic business decisions of what she is responsible for. In her

previous career she has had independence at work. Now, she experiences anxiety in the context of the family business, which reflects a collective culture and a need for consensus.

"...the fights have been fought as teenagers and that's good...I had a very bad puberty, but now we're on very good terms (with mother). Anyway, we've really talked more with Tina (the mentor) about the concrete work issues than with Layla (mother). There's no actual reason why I couldn't talk with her. I can talk as much and ask as much as I want to. It's just the way it's been going with Tina. Then I should book these sessions with Layla, if I'd want to. It's not easy to bring things up at lunches or when taking care of the children..." (Tracy 48/3/1)... "We talk, but if you want lots of information you need to really sit down and have a proper conversation together. I can dig out information all the time if I want to...somewhere like at our place or when she comes to pick up the children. But it's different from sitting down and having a proper conversation. She'd do that and I could make questions, but it's just the way it is that we go through things more with Tina, and with Layla we talk about things on a more general level." (Tracy 48/4/1)

Tracy does not deny the conflicts with her business parent during adolescence. They are, however, managed, and today they have a healthy relationship without any conflicts. Communication with her business parent is limited and usually disrupted due to family roles. Tracy prefers non-family mentoring instead of business orientated communication with her parent.

Communication between a business parent and a NGM provides uncomfortable feelings. There are several characteristics to be discussed. Either family members are strict with each other or there is a lack of openness. Furthermore, the content of the discussion is problem-solving and judging the others, or the family roles are disrupted in terms of time and a forum for conversation. Due to these factors, a NGM will often avoid these circumstances. However, the late period representatives are more likely to take negatively-orientated communication as a challenge. In their early period, the NGMs tend to avoid business-orientated communication with the parent.

Therefore, both the preparation period and succession signals have an influence on how strongly communication is a motive for conducting non-family mentoring. In other words, family business influence, in general, activates the developmental process of the next generation. In this study, non-family mentoring will be one substitute for family communication. This will be discussed in chapter 4.

3.6 Discussion: The need for non-family mentoring

The category of 'business family influence' revealed to the nature of parental relations. Not only was the influence of the family system centred on non-family mentoring experiences, but also several issues reflecting the business system had an effect on this matter. These 'systems'¹⁰ could not be

¹⁰ Systems, such as family and business, are traditionally used approaches in family business studies (see e.g. Holland 1981; Dunn 1999)

differentiated from each other because they were constantly interrelated. This section starts a discussion about how business family influences as both a motive and need for non-family mentoring. There is also a theoretical discussion of family business literature, which was only made, however, after all the data was analysed.

The key relevance of each of the components (content) in this chapter is summarised in Table 5. The analysis revealed some needs that the NGMs confront and struggle with. The fulfilment of the needs seemed to be disrupted in a context of business family. This is illustrated through either the positive or negative influence perceived by the NGMs.

TABLE 5 Relevance of the category of business family

CONTENT	RELEVANCE
<i>Preparation periods</i>	<i>early and late periods</i>
Early socialisation	identified membership
Formal education	only basics for business
Variety of work experience	holistic view of a firm
Increase in responsibility	proving capability
<i>Other family relations; siblings, spouse, members of a previous generation</i>	available support
<i>Succession signals</i>	<i>emotionally rich environment</i>
Planning intentions	promise of changes
The pain of letting go	empathy
Aim for business renewal	predecessor resisting change
<i>Business parenting</i>	<i>uncomfortable</i>
Role differentiation (females)	conflict with reality
Business priority	shared interest valued differently
Encouragement (females)	credibility of a parent
Critical feedback (males)	problem orientation
Respect	effect of a parental role model
<i>Communication; direct, problem-based, a lack of openness</i>	<i>negative spirit</i>

The interviewees in this study represent either early or late periods of the preparation process. The periods, as the context for business family, consist of the early socialisation, formal education, variety of work experience and increase in responsibility of the next generation interviewees. The surveys in family business studies are more likely to use variables such as education and working experience to explain the preparation level (see e.g. Stavrou 1999). Similarly, Morris et al. (1996) define the preparation of the heirs through factors such as formal education, work experience, entry-level position and self-perception of preparation (just to mention some of them). According to them, preparation is characterised not only by the length of each stage, but also by how well-planned these stages are and the appearance and experience of conflicts and changes in managerial roles. However, they did not try to make periodical differences in preparation. In this study, two main periods determine some of the differences in the interviewees' experiences. They also impact on

the developmental needs. Moreover, the periods enable the achieving of the model with a time continuum discussed at the end of this report.

The early period starts from childhood and advances until the individual reaches a position with managerial responsibility. This is similar to an argument made by Longenecker and Schoen (1978), according to whom, preparation is determined from the period between childhood to leadership. However, the line between the periods is not clear even in this study. The late period emerges when the individual is aware of a final position and ends up with a feeling of being prepared enough to take it on. From a business family perspective, the late period emerges when a successor is given real responsibility. It is notable that succession is not necessarily complete even though there is no longer any talk about the preparation of the NGMs. However, one needs to go through both periods during succession.

A formal business education seemed not to have relevance in joining the family business. It was seen to only give a basic understanding of business issues. A similar attitude was found among small business predecessors, who considered formal education activities as the second-best substitutes in the study by Fiegenger et al. (1996). Today, particularly among large businesses, the previous generation seems to find formal education relevant, as appeared in the cases of both Joe and Vicky. They need to complete their studies in order to become a successor. Nonetheless, working experience is also required.

It seems, then, that a variety of work experience contributed to the NGM entering into the business in terms of socialisation. In this way, the NGMs could better understand the organisation cultures and gain a holistic view of the firm. Furthermore, since they prefer to learn at work, an available opportunity for linear career advancement provides an appropriate 'school of business.' Working experience is suggested by several family business authors (see e.g. Barach et al. 1988 and Carlock & Ward 2001). Astrachan et al. (1994) recommend experience outside of the particular family firm. In opposition to this, Fiegenger et al. (1996) found out that a family-firm CEOs did not consider outside experience as an important form of preparation. In the current study, knowing the background history of a firm appears to be important.

Early socialisation is relevant in the process of identifying oneself as a family member. First, the NGM was introduced to employees and vice versa. Next, they were challenged to receive information about the firm. When they were allowed to work, usually summer jobs, they started from the bottom, doing tasks such as cleaning. More responsibility at work was given step-by-step, based on the current capability. Similarly, Morris et al. (1996) found in their study that the NGMs tended to start at the bottom of the company and served in a variety of capacities throughout the organisation. Here, the first managerial position was given after a predecessor trusted in the NGM's potential. Somehow similarly, Handler (1990) describes the NGM as first occupying either 'no role' or 'helper' in a firm, and later on, the roles of manager and leader come into the picture. She argues that the roles tend to be shaped by the role of the predecessor. The interviewees in this study perceived

parental role modelling to be important mainly during the early periods of preparation.

All the signs of early socialisation confirm that the NGMs have been satisfied with the business parent's socialisation aim. These experiences are necessary in order to enhance commitment. Ward (2004, 84) concluded that the earlier children are exposed to the business, the more likely they will join. Other literature sources call for parental responsibility in early socialisation purposes. For example, Carlock and Ward (2001, 101) suggest that parents teach ethical issues like honesty, responsibility, and a work ethic during childhood and, more business related values later on. This strengthens the idea of considering the relevance of parental tasks during different time periods.

In terms of role differentiation, a parental task exists. A NGM needs to have a change of attitude and also behaviour when he/she aims to differentiate the role of a parent at home and the role inside the business. The role differentiation seems to be an important concern for the female NGMs during early periods. Dumas (1992) found this also in a study in which especially the daughters found it difficult to determine when to talk to their father or boss. Also in the conceptualisation of Matthew et al. (1999), the NGM categorises the parent as a leader as well as a family member. The interviewees in this study have perceived a parent as being, at one time a role model.

The effect of a role model decreases over time and especially during succession. When the NGM feels a business parent to be insufficient as an information source, the parent loses his/her credibility in the eyes of the younger one. They respected a parent due to him/her giving them more responsibility at work, which reflected also the advancement of succession. However, when it comes to a barrier preventing the renewal of a business, then a NGM faces the need to re-evaluate his/her relationship with their parent. Grote (2003, 119) described the relationship between parent and offspring as ambivalent in terms of the roles of boss and employee: "the boss is both the ticket to the top and the major obstacle to the employee's promotion". In other words, during their early period the NGM must endure role conflicts. This brings about a developmental need to be taken care of in a manner other than that of within a parental relationship.

In this study, parental tasks are conducted mainly through business parenting, which indicates the presence of a cultural element in the business family. This is emphasised by the parent's valuing of the prioritisation of the business, which was already perceived by the interviewees in childhood. Today, even if both of them share an interest in the business, the NGM may not yet have internalised this value during the early preparation period, and thus he/she holds a different perspective. The business priority is viewed differently by Ward and Aronoff (1994, 86), who argued that "goals related to family roles tend to be far more important than maximising profits." This is similar to the NGMs who still struggle with their own developmental needs. There are signals that a business parent does not show appropriate interest toward the

individual growth of the NGM. In fact, they feel uncomfortable when facing different priorities on condition that their own needs will be not fulfilled.

When both generation members have a different perspective and focus in time, the conflicts are likely to emerge unless the individuals do not understand the different personal concerns. This is similar to several family business authors' statements (see e.g. Ward 1987; Lansberg 1988, 1999; Dunn 1999). According to Lansberg (1988, 60), changes in all the subsystems provoke not only anxiety but also create a need to resolve uncertainties surrounding the future family business. At the same time, this makes it necessary to address a lot of emotionally loaded issues that people usually avoid or deny. Dunn (1999, 54) suggested that attention should be paid to the different life-cycle and developmental tasks that the partners are progressing through. Succession is about the complexity of two generations in interaction. Therefore, one key challenge for the NGMs involved in transition is to learn how to face complexities. And only after that, can the shared interests be faced.

Business parenting is also an approach consisting of encouragement and critical feedback. Pulkkinen (1994, 28) defines parenting as an approach with both intentional and purposeless influence directing childhood development. Parenting may also influence the NGMs during adulthood, since they share an interest in business. For example, David stated that the continuity of the firm is the most crucial concern for the business parent. This, then, affects the parental approach used during the processes of succession. According to Matthews et al. (1999), the parent leader, through his/her intentions to achieve business continuity, may influence the child/successor's experiences in both positive and negative ways. When the young one is encouraged to experience his/her ability to handle a leadership role, this can then diminish the negative aspects of taking the role. Therefore, business parenting should provide positive feelings to be experienced by the NGMs. However, even with the parent's good intention, the NGM felt uncomfortable about business parenting.

Business parenting is either accepted or criticized by the NGMs. The male NGMs received critical feedback that they were not comfortable with. Interestingly, the interviewees respected the parental approach in terms of learning when they evaluated the circumstances afterwards. Thus, similar to that of the usual family environment, business parenting is also problem-orientated. Furthermore, the focus was on younger ones incapability instead of, for example, strengthening their already existing skills. Fiegenger et al. (1996) found out that family CEOs tended to take a direct and internally-orientated approach to preparing successors for their role. For example, emphasis on introductions to stakeholders, informally tutoring specific skill and knowledge areas, and evaluating their performance.

Female NGMs were encouraged in a more positive way than the males. However, both maintained either suspicious (Tracy) or anxious (Vicky) feelings towards the parental approach. In other words, it seemed to be an approach which was not accepted by the interviewees since they were not fully satisfied with it. Even if the parental approach is accepted, the business parents' lack of

credibility is influential. Morris et al. (1996, 78) concluded that “trust and communication in family relationships appears to have the most significant impact on transitions”. Furthermore, it appeared that an individual’s priority was building trust, encouraging open communication, and fostering shared values (see e.g. King 2003).

The parental patterns are influenced by shared history. Here, it is shown that the approach needed to be changed, since it concerned actions towards an adult involved in business (and not only a son or daughter). Gerris (1994, 148-149) describes parenting through three overlapping dimensions. These are; biological, sociological and psychological parenting. Regarding the succession and preparation of the next generation, all of these dimensions can be identified.

Even if a business family has a negative influence, the NGMs still show respect towards their parent. As already discussed, particularly the women admired their parent’s business qualifications. The men respect the intentions and actions of a business parent regarding succession. Furthermore, they understood that a business parent had good intentions in terms of the method they used to help preparing their child for the hard business world. The NGMs know that they need to constantly face a business parent. Therefore, this situation brings about a need to learn how to survive within both a business environment and the context of the business family. Dunn (1999) recommends using strategies of managing anxiety and using external advisors. Both of these should be considered in terms of how to face the family dynamics in order to create healthy context for lifelong membership.

Succession signals show emotionally rich circumstances in which the next generation is obligated to survive and show their empathy. The pain that the parent endures in letting go of the company requires the NGMs’ understanding. Levinson (1971, 97) suggests that the NGM should honestly recognise and respect his/her business parent’s achievement and competence, since they still have useful skills and knowledge. Moreover, they should not expect a business parent to be rational when it concerns his/her business. According to Dunn (1999, 52), the family member’s inability to control their anxiety around the succession issues may keep them in a stuck position. Therefore, it is important that all the parties involved are aware of the possible disruptive effects of such emotions.

A business parent, especially the founder of a business, sees succession as a process that requires him/her to give up the object created during a lifetime. Levinson (1971, 91) describes this phenomenon, suggesting that the business is a ‘baby’ or ‘mistress’, and the employees are ‘instruments’ in the process of shaping the organisation. According to Lansberg (1988, 62), founders have a fear of losing an important part of their identity. Reflecting on this growth process, it is no surprise why it is difficult for the child to take over control of the business. This refers to a discussion of business renewal, which appeared to be complex from the next generation point of view.

In their model of a smooth succession transition period, Matthews et al. (1999, 162) propose that succession should align along four perceptions. These are; the predecessor's readiness to step aside and his/her belief in new leader, and the successor's readiness and willingness to take over. Readiness refers to a successor's capability, which in this study was evaluated based on variety of working experience. The predecessor's readiness refers to the pain of giving up and letting go of the business, which, instead, is proved to be a complex issue. This disrupts, for example, the NGMs' aim for renewing the business.

The interviewees' predecessors still have power in their hands through their Board membership. However, they have found other activities when they have left business operations to others (except in Tanya's case). The business parent needs to prepare his/her own career tasks and identify those interests that will serve him/her after relinquishing any family business responsibilities. Researchers have found that one strong problem is the issue of retirement. For example, Lansberg (1988) suggests that a predecessor should clarify his/her own roles and be outside of/separated from day-to-day management, and new activities should meet the needs of one's own sense of excitement. Life-cycle theories suggest that the predecessor should avoid denying his/her late adulthood tasks (see e.g. Dunn 1999). Based on Sonnenfeld's typology (1988), the predecessor has four exit roles: 1) The 'Ambassador', who is willing to leave and even willing to give advice to the successors. 2) The 'Monarch', who will not be removed from his/her chair, except by force or in the case of death. 3) The 'General', who does not trust the successor and plans to return to his/her post after a while. 4) The 'Governor', who leaves a previous business and will go on to run another one. The particular role adopted in any given context will have an effect on the situation of passing the baton. The 'exit role' of predecessor should be taken into consideration since it indicates succession signals either positively or negatively.

It is important that the NGM is aware of their predecessor's retirement concerns. In this study, the NGMs seemed to have rationalised their own confusion since they were capable of showing empathy for the ones letting go of the company. This relates to what Dunn (1999) labelled as creating an effective strategy for managing anxiety. The business should not become a place where individual anxieties become involved. According to Lansberg (1988, 63), "for the offspring also, succession is a time of stress and adjustment, as they are themselves eager to establish autonomy at this stage of their lives."

As shown, the predecessor's letting-go-pain clearly reveals that succession is connected to emotional issues. This means that the business parent and his/her process for managing emotions are emphasised. It may prevent rational decision-making, which concerns the future of the firm. For example, Michael's business parent used an external professional to evaluate the potential of the successors. Levinson (1971, 96) referred to these factors as barriers against communication, which prevent adequate planning and rational decision-making. Here, it seemed that if the NGM understands that letting-go-pain influences the succession process, it will help him/her to understand why

succession takes time. Similarly, Lansberg (1988) sees it helpful if the family is aware of the founder's emotional difficulties (see also Handler & Kram 1988). In general, family business authors are broadly aware of the emotionally rich circumstances that succession issues bring up (see e.g. Ward 1987; Lansberg 1999; Dunn 1999).

Dunn (1999) found out that families in business may live under conditions of anxiety, and that an individual can either reduce or sustain it throughout succession stages. She mentioned three factors relating to family functioning. The first factor highlighted the congruence of a life cycle and the different systems of business, family and ownership (see also Gersick et al. 1997). As shown here, leadership transfer, aiming at business renewal, and ownership transfer may not always proceed hand in hand. According to Dunn (1999, 52), leadership transition is not the only activity of a succession transition (see also Gersick et al. 1997). Although, the leadership transition can be the first concrete sign of succession, here they appeared either simultaneously or in different time periods. Shepherd and Zacharakis (2000, 36) concluded that a future leader needs to feel part of ownership prior to succession. According to them, this should be considered in the period of succession planning, during which the values of both generations have an effect. The business may not be valued as equally important by both generations. Therefore, ownership may mean something different to both of them. All interviewees experienced at least mental ownership which does not mean ownership transfer in a technical matter.

Rationally, the NGM interprets their predecessor's intentions for planning as a promise for upcoming changes in which he/she as a successor is considered to be important. This does not necessarily guarantee that plans are put into action. According to Levinson (1971, 91), "a predecessor usually has great difficulty delegating authority and he also refuses to retire despite repeated promises to do so." When planning intentions are not processing, then the NGM may feel untrusted and he/she is not satisfied with succession signals. Lansberg (1988) remarks that a predecessor may resist any planning for a successor due to the anxiety-inducing and ambivalent experience of the upcoming transition (see also Handler & Kram 1988; Fiegenger et al. 1996). A consistent view among authors seems to be the importance of succession planning (see e.g. Ward 1987; Shepherd & Zacharakis 2000). Morris et al. (1996) found that useful, informal plans usually exist in the head of predecessor even if the formal ones are not reported. Davis and Harveston (1998, 46) concluded that the planning process rests mostly in the hands of those family members who are involved in daily operations. In the current study, the business parent was still involved in the business through their Board membership.

Late-period representatives have not been given power easily. Several authors have pointed out that taking a family member into the business does not instantly divide the power (Longenecker & Schoen 1978; Holland 1981). This is partly due to the letting-go-pain discussed previously. However, the NGM may take power when he/she is sufficiently prepared to face any

resistance to change. Most authors concur that the successor most often confronts resistance from the predecessor (Handler & Kram 1988; Lansberg 1988; Fiegenger et al. 1996; Gersick et al. 1997; Davis & Harveston 1999; Syme 1999). There are several reasons for this. Lansberg (1988) argues that the founder's unwillingness to break the dependency cycle is due to his/her continual central role. In other words, the founder is reluctant to face his/her own mortality within the company (see also Sonnenfeld 1988). Fiegenger et al. (1996) speculated that, either the predecessors are reluctant to change the strategies they have designed or they do not value strategic planning. (especially in SMEs). Levinson (1971) argued that a predecessor may think of a successor as never being man enough to run the business. Also, Handler and Kram (1988) and Lansberg (1988) stated that founders have a lack of trust in the successor's competence and ability. However, the discussion here is only speculative due to a absence of the predecessor's perspective. However, again, it turns our attention to the developmental needs of the next generation in terms of their professional capability.

The resistance to change may cause conflicts, which is one common characteristic of families during succession. In the study by Davis and Harveston (1999), it was found that the conflicts are more likely to increase when the NGM is in the shadow of the founder than in subsequent generations. These conflicts are predictable, especially when the previous generation still remain active. The study's authors speculated that the reason for this were the personal attributes of the founder or the affective bonds he/she creates to organisation, which are likely to disappear when the next generation activities tend to be institutionalised.

The issue of preparing the NGMs links the planning intentions of the previous generation and the active succession together. Sharma, Chrisman and Shua (2003) suggest that the next-generation family member should engage with the succession planning in order to clarify their own career decision (see also Sharma 2004). However, the characteristics of the 'business family' reveal that the previous generation member's business interests are emphasised. Therefore, the NGMs' path of personal growth may be of secondary importance. This, in turn, impacts on the relationship between the generational representatives, i.e. business parenting overall. Similarly, Lansberg (1999) states that the NGM is most often in the shadow of previous generation representative (see also Stavrou 1999). Furthermore, other family members may have a supportive role in dealing with the NGMs' emotional issues. Ciampa and Watkins (1999) found out that the successors' wife and other people within the organisation, including Board members, were a valuable resource in keeping their own emotions in check when the previous generation member was going through their own emotional journey.

In other words, the influence of other family relations cannot be excluded. To some extent, it is a question of a positive source of support, which is always available and utilised whenever needed. A spouse at home provides a means to test one's own capabilities when there is a need to strengthen one's own views

and opinions. Similarly, Carlock and Ward (2001) state that the closest family members, such as a spouse or siblings, outside of the family business operational level, provide their supportive element outside of business hours. The family relations inside the organisation, especially the representatives from the previous generation, provide mental support, such as comforting concerns about gender roles. The NGMs confronted this emotional need in the early period.

The NGMs aim at maintaining good relations within the family. It is helpful especially when a successor faces complexities. Carlock and Ward (2001) comment that working side-by-side with other family members builds an emotional bond. Levinson (1971, 97) reminds us that both love and hate are present in all relationships, also in brotherhood. In terms of conflicts, he suggests free discussion about emotions and expectations, fears, worries and disappointments. Conversely, during late period and in the conditions of a cousin consortium, the influence of other family members can be negative. For example, Sarah already confronts the real circumstances in her Board task in which she needs to make decisions relating to family members' employment. Without support from the family, one utilises external sources, such as non-family mentoring. One of the motives behind mentoring, discussed in more depth later, may be the spirit of a business family, especially in terms of interaction and communication.

Communication usually reflects the relationship between the partners involved. Business parenting as a cultural element maintains communication. Communication is characterised here as being direct, problem-based and with a lack of openness. The content of interaction is usually based on problems, instead of seeing the positive elements, dealing with failures instead of successful performances. To some extent, communication reflects a negative spirit and the NGM regards it as uncomfortable. Under such conditions one feels oneself to be untrustworthy. It is recommended that Joe and his business parent are able to discuss openly the current taboo issue. This lack of communication may affect the whole family business continuity if he enters the firm. Carlock and Ward (2001) suggest that historical conflicts should be resolved before they are carried into the family business later on. In the context of a lack of openness this provides a need to discuss with someone else instead of his business parent. In contrast to this, it is normal that in business parental relationship parties speak strictly to each other and they have their own strong opinions. Moreover, there is seldom room for consensus so long as the individuals share different views about and solutions to problems.

According to the literature reviewed, the ideal circumstances are open communication and trust, both within and across the family and firm's systems (see e.g. Dyer 1986; Handler & Kram 1988). Trust is seen in two ways when talking about the preparation process. It is linked to the parental relationship and the effect of a parental role model. Trust appeared to be an issue in the matter of parental credibility. A lack of trust in a parent, for example, is

perceived as something uncomfortable. And again, there is room for an external perspective, i.e. non-family mentoring.

In the context of the previous generation giving room for the NGM's activities of renewing business – or a successor taking over – the influence of the business family is perceived positively. Otherwise, it is revealed as the motive for other sources to be used. In this study, the need for non-family mentoring appeared since neither parent nor other family members provided a credible enough source. Gubrium and Holstein (1990, 5) state that when the social construction of the family is based on day-to-day conversations, then only a limited discourses is likely to exist. Similarly, Levinson (1971) and Grote (2003) suggest that outside help be sought when facing the realities of succession-related issues. Dunn (1999) made a similar suggestion while warning against paying too much attention to the timing of this outside help.

To conclude, this chapter has dealt with the integrated business and family systems. The preparation periods of the NGMs should be considered in further discussions. Emotionally rich circumstances, due to succession signals, were present. The successors should have learned how to cope with these circumstances. Instead, they perceived their parental relationships and communication as being uncomfortable. In the context of insufficient support from family relations, non-family mentoring will be recommended. This will be discussed in more depth during the next chapter.

4 MENTORING AS AN EDUCATIONAL APPROACH

In this study, mentoring¹¹ as an educational element is presented based on empirical analysis. It is one of the main categories which represents a component of interaction in the light of the other categories in this study. This chapter consists of its subcategories and their characteristics, (see also Appendix 2) which are presented in the form of several quotations from the study's interviewees. At the end, the relevance of this chapter is summarised and discussed with some views from the literature reviewed.

This chapter is directed by the following questions taken from the data: "How is mentorship structured?", "What are the preconditions for mentoring?" and "How is mentoring conducted?". With the help of these questions it was possible to aim towards an understanding and definition of non-family mentoring, which is the second research question in this study.

Figure 3 illustrates how the category and its characteristics are organised (compare with Figure 1 in Chapter 2.3.2) resulting from these questions. The links between the components are as following: *Mentoring form* is a context in which two persons *frame a mentorship* and the discussions are conducted mainly outside of the working environment. Mentorship, as *intimate* one, requires *trust*, which is created when the partners have *shared interests* and *chemistry*. The *existence* of mentoring means that of the mentor being a *role model*. *Interactive element* reveals the mentor's style, such as how he/she *shows interest* toward a mentee, *challenges to self-reflect* and gives *realistic feedback*. Finally, mentoring is important in the sense that it offers a *forum* for *expressing oneself*.

¹¹ In this report, the terms non-family mentoring and mentoring are used interchangeably.

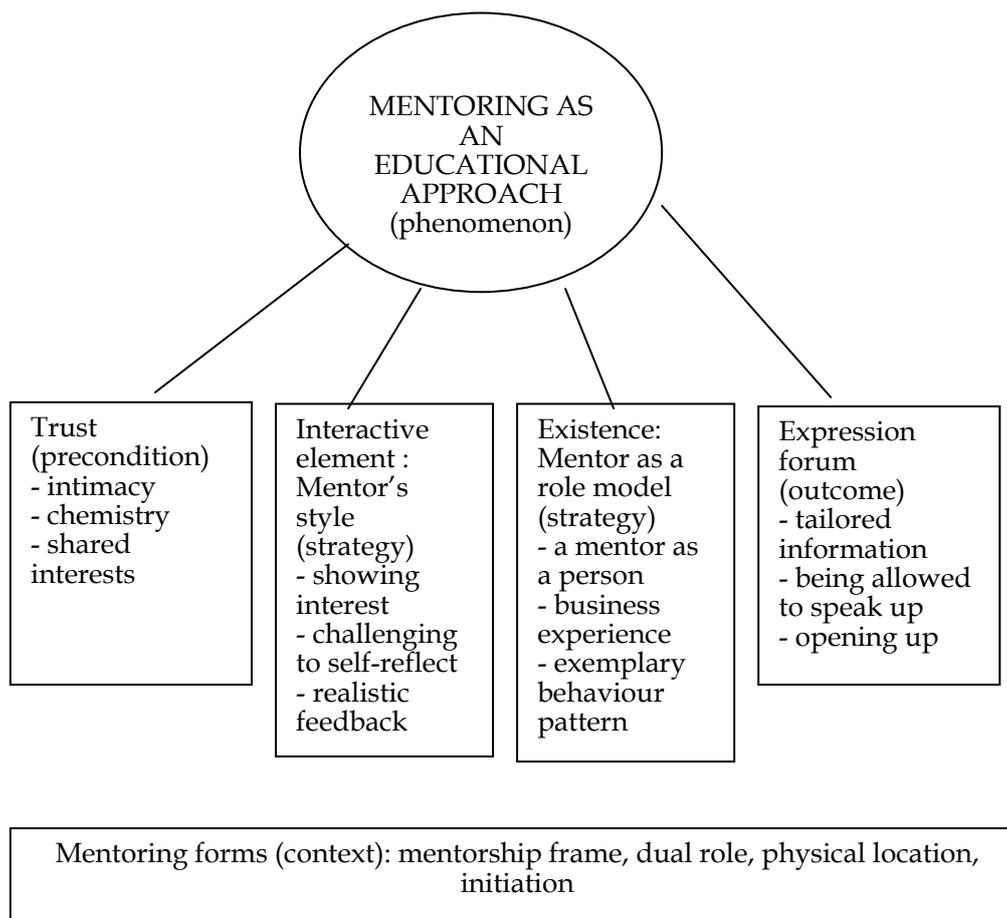


FIGURE 3 The components of the main category of mentoring

All of these elements cover the nature of mentoring and illustrate its educational perspective. Next, the analysis will be opened up in more detailed.

4.1 Mentoring forms

This section consists of a context for conducting mentoring. The mentoring partners were briefly introduced in Chapter 2.2. This part reveals mentoring through a frame of mentorship, illustrating both a relationship and a process. Mentoring is based mainly in discussions, which are conducted outside of particular work organisation. Discussions are also influenced by the dual role of a non-family CEO-mentor, and this seems to define some differences between the experiences, which, in fact, appear throughout the analysis. In order for the reader to follow the analysis further, the mentoring purpose of each interviewees, as well as the initiation of the mentorship, are presented at the end.

It is notable that some of the interviewees have had more than just one mentor. The data in this study is based on the experiences of seven interviewees who, all together, have had 13 mentors or 'masters' (interviewee's expression).

Some of the cases were still on-going and some mentorships have lasted several years when viewed retrospectively.

4.1.1 Mentorship frames

Mentoring is based on a relationship between a more and a less experienced partners. This section shows the determinants which frames the mentorship¹². There are two ways of conducting mentoring: in a programme or separately from any common rules.

"We met once a month. That was a ground rule and an agreement for this mentoring program. The mentors were committed to it...Certainly, there was a couple of months' break in the summer...And then we went by the agreement and had our last meeting after exactly a year and finished off." (Sarah 2605c)

"...maybe like 4-5 times during the year. Then it ended by the end of the year." (Tanya 850)

Both Sarah and Tanya have a mentorship based on a rule-based approach, in terms of the frequency of mentoring discussions. They were conducted once a month and they both finished the mentorship in a year.

"...I haven't had any appointed personal mentor nor has anyone thought there is one." (David 111)... "...there are these active mentoring cases and then probably these passive cases..." (David 116b)

"Actually, my own experience is that I've had several 'masters' if I look at my own working history." (Michael 302b)... "They were spontaneous situations..." (Michael 376c)

Both David and Michael have afterwards identified their experience as mentoring. Therefore, it is impossible to define the duration of the mentorship. The discussions have been spontaneous depending on the circumstances. Currently, David's mentorship is also based on spontaneous discussions. However, he identifies it as a mentorship, opposed to his first experience.

"I think we did on a weekly basis. All in all Norton is not around much, while he's busy. But we always talk some and ask each other how we're doing and what we should do and what's new. We don't have any of this regular stuff, like every week we have to do this and this much. Always when something's come up and we run into each other we do often talk for a while." (Vicky 921)

Similar to the representatives above, Vicky also has had spontaneous discussions with her first mentor. The quotations here show that it is not clear whether discussions are based on mentorship issues or a boss-employee relationship as the mentor works as the CEO in the firm. Their mentorship lasted approximately a year and a half, until the mentor's retirement. Her new mentorship is based on arranged meetings every now and then.

¹² The term 'mentorship' is used here to refer to a mentoring relationship. This is due to a unfortunate bias in some literature, where the term 'mentoring' is often used interchangeably with 'mentoring relationship' only. In this study, it is differentiated from this connotation.

"(how a mentoring meeting differs from others) There's always something (a matter). I might have thought of something or he's thought of something. We haven't specifically agreed on that...we have agreed that I'll call him right a way like hey, I've got this thing and he'll go ok, I'll come and talk to you, let's book a time. In two weeks' time on Wednesday morning at 8.00 a.m., I've got an hour there...usually it was me calling to say that I've got something I want guidance with, advice and opinions." (Joe 227)... "Also the phone and mail have been invented, if there's something left to report about me having done this or that." (Joe 242)

"We hardly actually call at all. If I have something really urgent, then I call and ask; this is the matter, what should I do. But then I use the e-mail to ask something. I don't approach by phone if I don't have to...if it's not important, I don't want to disturb. I know that she's busy. We always agree on meeting in three months. Then she books the time...And here (on the sofa) I don't get the feeling that she has her foot between the door. She's really good at concentrating on this." (Tracy 43/3/2)

Both Joe and Tracy have maintained the mentorship for the last five years. They meet a mentor six to eight times a year. The discussions are conducted more on the basis of advancing one step at a time than planning a schedule beforehand. Notable here is that Tracy avoids using any other methods of contacting her mentor, as opposed to Joe who may call or e-mail his mentor whenever he feels it is needed. Since both Tracy and Vicky have a CEO-mentor, and only Tracy seems to differentiate the mentor's two roles, this calls for more attention to paid. In fact, as it appears throughout this study, it is analysed in more depth next.

Dual role

Two of the interviewees have a mentorship with the non-family (external) CEO of the firm. This is called dual role, which means the simultaneous emergence of the mentor's role as a superior at work. The relevance of this will be explored further on in the analysis.

"I could imagine that it would make a difference in a non-family business when there's an employee-superior relationship. But I don't feel that's the case here." (Tracy 0316)

"We talk quite a lot about other stuff too...Norton's like that, someone you can tell everything...I've told about quite a few worries in this life...He knows the backgrounds of my family too. The branches, roses and rocks of the family life...You can talk about these things with him. It can also be such a thing, which could...sometimes put him in a difficult position, when you've confided in him. Then again he should on the other hand be in such a contact that he doesn't necessarily know about everything in that sense." (Vicky 922)

"...the situation would be a lot more complicated, for example as we have a CEO from the outside...it'd be very hard to act as a mentor. Because in a way I'm his boss as I'm a member of the Board. For example our previous CEO was clearly older than me, he was 55 and had a lot of experience and all this. But there won't be natural mentoring relationship, because all these things weigh a lot...in a way I'm his boss through the Board membership and above everything else my dad's his boss...surely the mentoring discussions are confidential from both parts, then it's not just from my point of view. Or my issues are confidential and surely also everything what the mentor has to say. Because of that there won't easily be a situation, where for example the present CEO would trust me with all his opinions. He might be afraid that I might discuss them with the Chairman of the Board, who happens to be my dad...Because there might be different opinions between them two and something else. It's quite important to have a natural relationship with the CEO." (David 128)

Tracy does not see any risk in the fact that her mentor is simultaneously her boss. However, Vicky and David view the issue differently. David represents the dual role, as an owner, through his Board membership and as an employee, through his position as a manager. It is a question of power that influences any relationship. Vicky's first mentorship has been open and she has trusted the mentor with personal information about herself. Consistent with David's concern, Vicky's description also refers to a trust element. Today, three years later, Vicky faces a similar combination of roles to David and she no longer prefers an external CEO as her mentor. Instead, Tracy has not yet entered the Board and she still maintains the CEO-mentorship. She has not recognised a power conflict within the mentorship and she does not yet identify this as a possible risk in the future.

To summarise, the circumstances of a dual role concretises the risk of using power during a mentorship. Furthermore, mentorship is framed by two issues, namely the frequency of discussions and the duration of an active partnership. It can be said that mentoring consists of both a process and a relationship that define each other. It is also required to know where discussions are conducted. This will be discussed next.

4.1.2 Physical location

The mentees, except Vicky, meet a mentor away from daily business operations. Discussions are not conducted necessarily outside of working hours. The type of discussions differs whether it concerns female or male representatives.

"...what makes it (mentoring) possible...we're partners, the relationship between us is clear in that way, for example in that sense we're both members of the Board. Though I don't need the mentoring as a member of the Board, but more for the operative work. Therefore, the relation is kind of quite clear." (David 127)... "...I think there's really sort of a clear difference, because no one mentors in a Board meeting." (David 126) "It can be, for example sitting on the deck of a sailboat and starting to think about these things on a beautiful summer day. Of course it requires its own peace for the discussions in that sense. There can't be lots of others around... But then it becomes more like a common discussion. In that way I think they're mostly discussions between two persons. Of course it's probably a line drawn in the water." (David 130)

"...well I stayed at their place. In the evenings we used to sit on the balcony and go through things. They were all, you could say, very open-minded." (Michael 376a)

"It's usually been a breakfast or lunch appointment. We've been eating and talking at the same time. First a bit of family matters and then about hobbies and work stuff, how the customers are doing...and these general things. It's always started off well. The discussion's always been very informal. It's never felt like I was going to school or a lecture. It's been like two friends sitting down to have a chat. First a bit about the families and hobbies. Then we've gone into the business life and we've taken up an angle, which we've then gone into deeper." (Joe 224)

Male mentees perceive mentoring discussions as *informal*, which means that the professional roles of the partners are not present. Instead, the discussion is of a "man-to-man" type. Even if there is an emphasis on business issues, personal and family life can also be discussed since they affect work.

"(the session) We did for 2-3 hours...when we first started, I probably told him who I am and about the situation I'm in. I also described the task and the situation, the reason for starting the mentoring program" (Sarah 3549a)... "We met at my mentor's business premises, a small office, at nights. There was nobody else." (Sarah 2605b)

"First we go and eat and then to a concert after that." (Tanya 810)

"Then we started talking with Tina about my coming here...a year before I came here, we started having these meetings regularly. There were no specific days or months, we just agreed on them, just when it was ok for Tina. And we used to meet in this specific place and we still do. And quite a few hours each time, it's like each session is 4-5 hours long." (Tracy 40/1/4)... "With Layla (parent) it's like, my mom, I can talk about anything. But...usually there are always the kids around or something going on...there are these interruptions and it's on the side of something else. But with Tina we really get into these issues. And I think it's better to have someone from the outside, not a family member." (Tracy 40/3/1)... "We've met a lot, but not every month. Of course when this new unit was bought we did of course meet more often. We went through all this practical daily stuff." (Tracy 43/3/1)

"...you can always go there (work office) when he's around and there's nobody else. I wouldn't give that up." (Vicky 961b)... "And the fact that he's there and you can always ask for advice. He encourages and tells me about things." (Vicky 926)

Female mentees perceive their discussions with a mentor to be more *formal* than the males have. Discussions take hours and they are conducted outside of the working environment. Exceptionally Vicky, again as a result of her CEO-mentor's dual role, discusses and asks for advice inside working conditions. She respects the availability of her mentor's support, which appears spontaneously.

Mentoring discussions, either informal or formal, differ from other business related discussions, such as those with a business parent, or Board meetings, the latter of which is directed by norms. Additionally, mentoring discussions touch upon everyday-life issues. This is possible due to their one-to-one basis. However, the duration of discussions does not seem to be relevant, as the men did not even pay attention to it. Instead, the physical location of the discussions seems to provide a feeling of being not busy, as it usually is at work, and time to discuss other issues for a purpose other than only for business.

4.1.3 Purpose and initiation

This section focuses on illustrating the initiation of the mentoring experience. It also reveals the first signs of the purpose of mentoring. They differ depending on the current needs of the individuals. The purpose of mentorship is only briefly summarised in this section, because it requires more data to be analysed. Therefore, it will be specifically discussed later in this report

"For me, this started in an exceptional way the whole thing...the leader of the mentoring program (Martha) called me. It's...unusual, that you're actively looking for someone for this. Because Martha knew that I'd become the Chairman of the Family Council kind of without any experience. She called me and told me she's got this idea, that she's got a suitable mentor for me: "Do you want to use the mentoring program for this?"...Then Martha told me who this person is and I told her that I'm interested. I wouldn't have thought about it myself, but I was offered this... I adjusted well (in the programme), then I just told that I've got this new

task. I told that it's not even a full-time profession, but a very demanding new task in my life's situation." (Sarah 2500)

Sarah's friend Martha coordinated the mentoring programme and suggested the mentor for her current purposes. As Sarah states, without her friend's impetus, she could not have had this experience. She set some goals for the mentoring process during the seminars, which is typical for mentoring programmes. The purpose of mentoring is to get support for a new professional task in her life.

"(Whom as a mentor?)...they made the choice for me. I didn't have any suggestions, that's really why I chose it (the program)." (Tanya 805)

Both Sarah and Tanya took part in a formal mentoring programme. Unlike Sarah, Tanya from her own impetus contacted a foundation that runs them. A coordinator recommended a mentor who was good for her purposes since she had the goals in advance. Her purpose for mentoring was getting to know other female managers with the help of the mentor's networks.

Vicky's father chose a CEO external to the company, who was mentoring her. However, Vicky recognised it only after it turned to be more or less like an open relationship between the boss and the employee. After the CEO's retirement, three years later, she found a new mentor who works as a female manager in the other company. The purpose of the previous mentorship was to introduce the firm to a mentee and vice versa. The current mentorship is created because of Vicky's concerns about being a female manager. (Researcher's summary)¹³

"...as the very first thing Tina called me and said that hey, let's meet...I did recognise her face and I'd talked to her a few times, but I didn't know her very well...but of course in a completely different way now after we've started the mentorship." (Tracy 42/4/1)... "Commitment as a mentor Tina has had...I couldn't have made the first contact in that sense. I don't think that anyone has told Tina that you should do this. I think it's all come from Tina herself and that's a very fine thing." (Tracy 47/2/1b)

Tracy had, similar to Vicky, the family firm's external CEO as her mentor. She, amongst others, was not aware of the possibility of mentoring until the mentor asked about her willingness for it. Tracy respects that the mentor was committed to guide her already before her entry into the firm, which has been a purpose for their mentorship.

"(dad's mentor)...who was a good friend of my granddad's...one of the persons who have strongly influenced my dad's career...And he (dad) had told me about it and we'd met with Jonathan on different occasions...mostly in parties and on trips...As they were friends with my dad he (Jonathan) had said that he would be interested in having a talk with me. And maybe give me some guidance. When I heard this I called him and asked him what he'd think about this kind of mentoring thing." (Joe 211) "...He also knew that I am an ambitious young

¹³ Some of the quotations are not presented in this report. This is due to the fact that some information from the interviews exists only in the researcher's own memos (informal talk, however valuable, with the interviewee was not tape recorded). In that case, the researcher may present only a summary in order to follow the analysis.

man with lots of goals...and challenges ahead of me. He probably thought that "hey, sure if I can help you" in cutting some of the unnecessary corners. Figure out which way to go, where you can take a shortcut and where you shouldn't choose to take the shortcut. In a way to help in clearing away the barriers." (Joe 244b)

Similarly to Tracy, Joe's mentor expressed his interest in mentoring. Joe committed to a choice that resulted from his impression of the business parent's own experience of mentoring. He already knew his mentor from different occasions, and now he feels comfortable with a mentor. Both Joe and his mentor aim at clarifying Joe's career intentions.

In the same way as Joe, David also sensed that, similarly to his father's experience, mentoring could be useful for his business needs as well. However, David's first experience of mentoring was recognised retrospectively when looking back on his business education. He did not choose to start a mentorship yet it occurred naturally. Today, his on-going experience of mentoring is based on his own choice to discuss things with a trusted outsider of the family. The purpose of mentoring is set to serve his concerns, which come up alongside his new responsibilities at work. Moreover, he also searches for other experts to discuss with whenever needed for business purposes. Thus, he perceives these relationships not as mentorships. (Researcher's summary)

Michael's experience of using experts is consistent with David's one. Today, he describes himself as having several masters, not exactly mentors, in regard to a different matter of business expertise. His first experience of mentoring was initiated by his father, who suggested that he should gain international working experience outside of the family firm during his early adulthood. Michael, also, recognised his mentorship only afterwards. (Researcher's summary)

The interviewees were not familiar with mentoring before they had own experience. All the interviewees, with the exception of Tanya, share the experience of being challenged to have a non-family mentor. Mentoring was initiated on a voluntary basis even if a mentor was, to some extent, appointed to them. However, they were free to choose whether or not to activate a mentorship. In other words, the initiation means that the first move towards discussions is made by a mentee, to whom it has been recommended that a mentorship be created. The ways that these mentorships are achieved and reached will be discussed within the next sub-sections.

4.2 Trust

This section illustrates how trust is characterised in terms of 'intimacy', 'chemistry' and 'shared interests'. There were already signs of the importance of trust in the previous discussion about the dual role. It should be noted that the issue of trust appears in several other quotations as well in this whole chapter.

4.2.1 Intimacy

As shown below, the mentoring experience is very intimate, and it is kept out of the sight of other people. Intimacy is related to mutual trust between the partners in order to keep everything within the mentorship.

"I was in this mentoring program on my own behalf, the firm didn't pay for it in any way. I paid for it myself. I didn't even tell anyone about it...it's not actually a secret...But I also have this feeling that people who don't know what mentoring is think that I have like someone pulling the strings here and telling me what to do. It would only...have been a intervening factor in the middle of the process." (Sarah 3029)

"...as the purpose of the mentoring is not to get any kind of publicity, but personal development. That's why you don't talk about it. Once I mentioned about it and then I realised that ups...then I called Jonathan right away and told him...He said that it's ok. That's the only time I've talked about it." (Joe 240)

Sarah does not want to talk about of her mentorship. She fears a possible misunderstanding among business family members because they all are expected to make independent decisions on the Family Council. Joe spoke once about his mentorship. This can be understood as a situation in which a mutual trust was, to some extent, tested. Now, he avoids mentioning mentorship in public.

4.2.2 Chemistry

Chemistry is a key characteristic of trust. It is hard to put into words, but it can be seen through the quotations here. There is a close affinity between the partners that is illustrated as chemistry and, therefore, it reflects something special in the mentorship. Chemistry, here, is comparable to the chemical science in which some liquids (for example) are combined and either work together or they simply do not.

"Tina is a good mentor. Well I haven't got any previous mentor relationships to compare to..." (Tracy 54/1/1a)

"But it's hard to tell, who I'd choose instead of Norton. Of course there are all these people and company managers of the huge business world, but as you don't know them on a personal level. From the people I know on a personal level, I would most likely choose Norton. Because Norton's got this experience from this other firm and our characters really match well together." (Vicky 949)

"Well if there would have been a person who was a complete stranger to me, it might have happened that I wouldn't have felt this intuitional trust of being understood. But there was this background...Well of course...meeting people, surely in relationships, it's the experience and the feeling that it works. Of course it's hard to explain..." (Sarah 2601-02)

"For example Paul has been a member of our Board already for more than ten years. That means that during the time when I was living the first third (life decades) of my life and for example I've known him all this time. He's a person who's very sparring minded. He's also got a mental capacity for sparring..." (David 115b)

"Of course it's not good if the mentor-mentee relationship is no good. If it's not working. The chemistry is really the most important thing, finding the right chemistry for the task. That

means that both parts a) finds it meaningful and b) puts effort into it, mental capital. That it's not just a bunch of empty words." (Joe 241a)... "I think Jonathan got the idea from the fact that we used to always get along very well as we met. We've really clicked well..." (Joe 244b)

"...Maybe you should have a kind of professional mentor. Which, the people are like trained for that...I don't know, such a concept (mentoring) doesn't work." (Tanya 854)

Chemistry is always a subjective perception. At first, chemistry is felt more or less intuitively, with him/her being the right person for the mentorship. The importance of chemistry reveals that a mentor has a personality that is more likely to be respected and accepted. Familiarity with the mentor and previous experience of a relationship with him/her helps when creating a mentorship. It is difficult to know in advance whether there is chemistry between individuals or not in terms of two strangers meeting for the very first time. Tanya is a warning case of this, as she prefers to have a trained person with whom to discuss issues with. Following her recommendation, chemistry is not entirely necessary since she seems to create and evaluate trust through the professional capability of a person.

4.2.3 Shared interests

Trust requires that partners share some interests in terms of living or working. The shared interests of the partners illustrates what is meant by "being on the same wavelength". Therefore, to that extent, it also explains chemistry. When a mentee and a mentor have a common interest, in terms of history or current issues at work, building trust in a mentorship is more likely to advance.

"...I saw him (the mentor) during this summer. It was interesting to hear him saying that "I always remember when Michael came to work for us, we've had lots of people coming to work for us from Finland" and he said that "people have been so different; this one guy - he was very interested in technology and he was a very good worker and interested in the methods that were used". He also said that "about you I only remember that you were always so very interested in what type of on organisation we have and how it works. You were interested in different kinds of things". (Michael 305)

Trust between Michael and his mentor is created through a shared interest in running a business. The mentor perceived Michael to be interested in the firm in general, not just technical details. They did not know each other in advance, but they shared an interest in how an organisation functions.

"(the mentor) He was the CEO for Company I until he gave that up. He's got lots of memberships on different Boards and he's an owner of...a company which operates in principle in the same branch as us. He's the Chairman of the Board. It's a company called O-Finland. But that's not been the reason for mentoring, I wasn't even aware of that then." (Joe 220a)... "(the needed abilities for the mentor) It's really a very wide view on different things. It was important to me that he also understood my business and my way of thinking. If he would've represented one of these traditional ways of thinking it probably wouldn't have worked because then he would've started underestimating my view of this particular business right from the beginning. The fact, which became clear then right away, as he was involved with O-Finland he also believed in my business and the growth of it." (Joe 221)

Joe shows that trust can be created through the mentor believing in the mentee and his business. In his case, a shared interest in the same business field deepened the trust in the mentorship. This also increases the mentor's credibility in the eyes of the mentee. Since Joe's current business and work is not respected by the senior generation, he is able to share this interest with the mentor. He feels comfortable when someone understands his business intentions.

"There are no such things that I couldn't talk about with Layla (mother). That there would be some kind of secrets, there aren't any. But there are some things that I rather go through with Tina. They are more or less these practical things, like what's going on here in Company Z. Maybe with Layla I talk about these more common things and with Tina I can also talk about all small details...Some things just feel more natural to discuss with Tina. Well maybe things like next year's focuses and budgets and such stuff that Layla's not involved in any longer, that's something I talk about with Tina." (Tracy 54/2/1)

"I like it when Norton openly tells me about the company, he talks about all the firms' things. That's how I know that he really trusts me. He knows that the information won't be spread anywhere this way. With my dad it's been like he's thought that those children, they might accidentally let something slip out in an inappropriate situation. But Norton...talks about the big picture, about the entire business. It's not restricted to just Company Y, where I work. That's a great thing that keeps also me up to date." (Vicky 928)

The importance of shared interests reveals that, to some extent, respect determines trust. Tracy is more confident in discussing with her mentor. Vicky respects her mentor for trusting her, unlike her business parent, in terms of giving information about the firm. Similarly to Joe's view, a shared interest reflects the fact that the mentor believes in the mentee's potential. It is no coincidence that both Tracy and Vicky have a CEO-mentor inside the company. They prefer having the mentor available as a source of knowledge about daily operations.

"He (the mentor) wanted to hear my values. That's simply because he didn't want to start coming up with something that doesn't correspond to my values. That's probably how we started off." (Sarah 2605)... "And that's something I couldn't have done, look for this side or that kind of a person. And then the fact that in a certain way you certainly don't have to be part of the same world...I think in some sense it's really useful. And the kind of orientation, which reflects as he first asked me "which are your values?"...that made it clear right away that in a way if you have kind of the same orientation in handling things." (Sarah 2821)

"On the other hand our backgrounds are a lot alike. Because I'd done analytical work, and...he'd done analytical work." (Sarah 2603) "And he (the mentor) just kind of got into it, it wasn't a career he'd planned, going to work in the family business firm and starting running it. I think the background we have in common was one thing that somehow made me feel trustful, because I had a feeling that I'm going from a completely different world to another world, really to a different environment, role, position." (Sarah 2604)

"Eliel-mentor was an engineer. Anyway he was a very commercial man. Of course I wouldn't have become an engineer...Well, maybe it's got something to do with all this commercial stuff...I find it much more interesting earning money than I find the engineering technology itself." (David 168)

Through Sarah's illustration, shared interests can also be understood as shared values or as a way of thinking. It strongly refers to the background or history of

the person in question. In contrast to Sarah, David does not require a career history that indicates a shared interest in the mentorship. At a much younger age, David enjoyed learning business issues even if he and his first mentor had different educational interests. Still, mentorship had affected David's career decision. However, they had business orientation as a shared interest. Today, David shares similar interests with his second mentor through a Board membership and its responsibilities.

'Non-public' mentorship is the concrete evidence of trust. Trust in mentorship requires that the partners feel chemistry and recognise interests to be shared. Trust also appears when the mentor is respected through her/his attributes and experience. The mentor's role in mentoring will be more precisely discussed from a mentee's point of view next.

4.3 Existence: Mentor as a role model

This section explores a mentor's role in mentoring. This is linked to a question which came up after trust was discovered to be a relevant precondition of mentoring: "What makes a mentor trusted?" Below, Joe puts into words the relevance of trust within mentorship and how it is linked to a mentor's role. Here, role model means the source on which an individual is able to reflect and make comparisons with.

"I think it's very important and that's what I emphasise here all the time that the relationship has to be good. It has to be a trustful relationship. You have to believe in the other person, like hey this is a tough guy. I benefit from him. If you don't like him...if you don't look up at him, if he's not sort of...not a strict role model for you, but an exemplary person, then it's not working." (Joe 246b)

This section summarises some of the characteristics of a mentor being a role model. These are; 'a mentor as a person', 'business experience' and 'exemplary behaviour patterns'. Furthermore, this section reveals that existence of mentoring is proven when memories of the learning process are recalled – something that I shall refer to as the NGMs' *memory trace*. In an ideal case, the mentor has an impact as a role model that is then remembered throughout the mentee's life. Due to this, mentoring is argued to contain an element of existence. It is interrelated to an interactive element of mentoring, which will be discussed in the next section.

4.3.1 A mentor as a person

A mentee perceives a mentor through professional criteria and/or personality. It is argued that a role modelling requires that a mentor is perceived also being a person and not only a professional role or status.

"I think he was an open person. Sympathetic...in that way very open that he wasn't trying to stop you. I felt that he has no need to show that I'm this good at this or this good at that. He talked about real things. Actual life experience, actual thoughts and that kind of stuff." (Sarah 3764)

"...probably just this analytical feature, anyway the commercial knowledge is very important. Of course the personal characters...because you can't really have a sly person as a mentor in that sense...or someone who's kind of wavery somehow, you can't really find someone like that competent for this kind of a task." (David 166)

"...he (the mentor) was legendary in that sense...(tells history background)...He's been involved a lot in the pictures or the business world...In a way he's funny...And he had...in a way this good attitude towards life, and actually not directly fabulous substance, which made him a very appreciated man. On the whole, certainly a capability of defining things rationally and taking things further and developing them." (David 164)

Sarah respects the fact that her mentor does not play at trying to be better than he/she is. This is similar to David's experience – that a mentor needs to have self-confidence and, additionally, professional competence. Furthermore, David remembers his first mentor creating a positive spirit around people. All this refers to a mentor's values and attitudes that seem to be relevant to having a good mentoring experience.

"...of course it (mentoring) can't be done by all kinds of people. You have to be very outgoing by nature and an open person. And you need to have this wide field of vision and life experience. Because if you are a withdrawn person walking this one road, then you'll stay on this road and also represent the same to the person you're mentoring. Then you can't kind of do the most important thing because you have to be a good listener. And then you need to create the right advice and right directions." (Joe 245)

Similarly to David, Joe emphasises a requirement to have a mentor with a broad view in terms of life-experience. This, again, refers to the values and attitudes that a mentor demonstrates as a role model.

"My mentor should be kind of more impulsive, Jack (uncle) is not sort of impulsive. Jack is kind of calm and he's thinking and considering...Somehow time would maybe be spent too much on waiting and philosophising...Jack wouldn't probably be able to put everything into words." (Vicky 967)

"We have a good relationship, a trustful relationship. I respect Tina an awful lot as a person...I respect and admire Tina's intelligence enormously. And her strength and know-how. Everything. I would like to be like Tina." (Tracy 54/1/2) "...it's a good thing that she's an outsider...that you also have good relationships with others than your family members. With an outsider, especially the CEO, who's really in a central role in our firm. Vice versa. She knows about me and I know about her." (Tracy 41/1/2)... "I feel that it's very important in the beginning when you're joining the family firm, that she's (the mentor) working in the firm, definitely. And that she's in a leading role, a role where she knows and has experience of things. I find it very important to such a beginner..." (Tracy 47/1/1)

Vicky's and Tracy's quotations throughout this report indicate and emphasise their respect toward their mentor's professional experience and competence. This may be the case because their current needs relate to gaining the business knowledge that is possible within mentoring. However, Vicky's description of a mentor's ideal personality, such as their temperament being compatible with her own, reveals that she expects to see a mentor as an individual instead of

only in professional role. Tracy also mentions being delighted when getting to know the firm's head person better.

There is difference between a mentor being perceived in a professional or an individual role. The cases with external, non-family mentor demonstrate how a mentor, as the role model for a mentee, does not *play* any role within the mentorship. Instead, it means that, in the context of mentoring, a mentor is perceived as a person, not, for example, as a Board member or professional director. However, this seems to be contradictory in the cases with a CEO-mentor due to a dual role issue.

4.3.2 Business experience

A mentor's professional characteristics are one crucial element regarding the credibility of the role model effect. This was emphasised by Tracy, whose mentorship is with the CEO of the firm. Here I present a discussion about what professional experience the mentees respect.

"I think she's (the mentor) extremely smart and extremely experienced...She's been here (worked in the firm) for 30 years...she has also worked elsewhere...she really knows the branch, really well, I truly admire her." (Tracy 43/4/2)

"...he's worked in such international companies and in big circles that he's very capable of looking at the wholeness." (Vicky 937b)

"I find it important that it's a person who's very highly operative in economic life and is influencing society. Of course he's got more influence on the economic life but surely that's also influencing society indirectly. He's really got a lot to offer to me from his own experiences and views." (Joe 219b)

Mentors are far more experienced than mentees. Tracy, Vicky and Joe respect that a mentor has a holistic view of the business field. Joe has not yet entered into the firm, so his mentor's general business experience is adequate in today's circumstances. Both Tracy and Vicky hold a first managerial position and, therefore, they need information for their job performance. Common to all of them, is that a mentor is a valuable holistic source of business experience, and this works as the precondition for the role model effect with the purpose of understanding the business field.

"When I think about it now afterwards I find it especially important that he had his own experience from a family business." (Sarah 2715)

Sarah has a different purpose for mentoring compared to others. Therefore, her mentor is not required to have substantial business competence or particular knowledge about the business field. Instead, family business entrepreneurial experience, especially ownership, is essential for Sarah's purposes.

"...all these three guys are quite comprehensive persons, meaning that even if one of them is a Marketing Director he's not just that...He's got his own background, he's also been a Financial Manager. And then there's the Production Director, he's a rather comprehensive director..." (Michael 356b)

"Of course it's partly shaped by the fact that if you've got special know-how from a certain field then you naturally have those discussions. You're trying to have the kind of conversation, ask a person who knows more about something than you do yourself." (David 132a)

"...(mentor's) professional skills aren't again enough for this different kind of industry...Maybe there's such a different background; behind the mentor there's a solid foundation and we have a company." (Tanya 814) "She is a good companion for talking. Then I don't know which one of us has more to offer in the mentor's task..." (Tanya 811)

The interviewees in the late periods of preparation emphasise a need for expertise. David and Michael use other outside sources of expertise as well. Tanya searches for expertise similarly to the male representatives. Her mentorship is more like a college relationship. Tanya is not convinced with the relevance of her mentor's business expertise in terms of her own business purposes.

Experience is respected when it provides a fulfilment of the mentees' needs. The reputation of a mentor's experience or his/her position does not convince the mentees in their opinion about a mentor's competence. They evaluate the relevance of the mentor's experience based on their criteria. This became evident in Tanya's experience, since her mentor was chosen in accordance with the criteria of professionalism and a high position in the firm. During their discussions, the mentor's experience-based expertise did not satisfy Tanya's needs. Instead, they both wondered who was mentoring whom.

Business experience reflects on the individual's competence and it is a crucial precondition for establishing the mentor's credibility. Experience should cover both an operational level as well as an understanding of the business field in general. The sufficiency of the mentor's experience, and not only their reputation, is one criterion for choosing a mentor and helps to direct the developmental goals of the less experienced person. The experience of a mentor is utilised both in discussions and through role modelling. This will be explained in more detail next.

4.3.3 Exemplary behaviour patterns

A mentor has some exemplary behaviour patterns which are based on a mentee's subjective perception. This means that a mentee observes his/her mentor's behaviour or acts. This happens either in mentoring discussions or other contexts, which refer to the mentor's social skills and/or his/her work performance. Patterns are exemplary when a mentee identifies them as being valuable to their own learning.

"...we met each other on different occasions...either on behalf of work or parties or something like that then...And then there was our trip that we made...we did meet let's say about five times a year in addition to that (the trip)." (Joe 237b)

Additionally to the mentoring discussions, Joe has had an opportunity to observe his mentor's social behaviour. This is relevant in terms of validating a mentor's credibility as a role model.

"But, at this stage you feel really incompetent for the role. And somehow also when you're listening to Norton, he's got this comprehensive picture of our whole company's business. He's got this amazing ability to think and draw conclusions. And he can see how one small thing affects a thousand other things, and he's got the time to analyse all the things...He's got the sort of aspects, that I couldn't think of myself...I would be afraid of missing out on something essential and that would cause all the mistakes..." (Vicky 937)

"...I wish that he (the mentor) would teach me the kind of...Norton's got very good ways of operating and how he's playing. Of course you can't copy all of someone else's ways just like that. You have to adjust them to your own personality and style. But I would like to learn as much as possible from him." (Vicky 925)

"I appreciate her intelligence. Her way of handling things. Take charge of things. And she prioritises things and finds time in her calendar even though she's busy. The way she is with people. There are lots of things that I respect in her." (Tracy 44/1/1)

"The way Tina says things, that's awesome. She knows how to say things, unlike me who jumps from one thing to another...Tina's way...it's colourful and awesome...(c)." (Tracy 51/2/1)...she's performed so much that she doesn't really need any material as her support. She can perform naturally, which I can't yet. They both (the mentor & mother) probably have their own (patterns)...something in their minds that they're talking about. But they can both, as they're speaking, come up with and add things." (Tracy 55/2/1) "I also find the telling of these stories just awesome...You can for example tell about some specific case, for example what you expect from a sales incident...When it's been told as a story it gets to people in a completely different way than when you're told that you should do this and smile...You memorise it in a completely different way...And about all of your own experiences, your own life. Those are the kind of speeches you could listen to..." (Tracy 55/2/2)

The mentees during early period of preparation respect the mentor's professional skills. Unlike Joe, Vicky and Tracy do not perceive their mentors through behaviour in a social context. Instead, both of them have had a great opportunity to observe their mentor at work context, i.e. while they are performing their job's top-management responsibilities.

"And then of course these role model issues are very essential. It's easier to think of something...concrete things...maybe a good business manager or being good at analysing things. When you know someone who's good at crushing the balancing of the accounts and the calculation of the results and is able to tell about it fluently in a common language and proving the problems. Because when you practically know someone who does that, proves it, clearly, you've got a clear picture in your mind of what kind of a person that is and what he/she's doing. Supposedly, these are somehow influencing also business science students like what do I want to be when I'm grown up. In that sense this kind of a character might be important for a mentor, in a certain way a role model feature is surely quite important. And Eliel must've had that...overall as a business man, some of these typical Finnish virtues such as being hard working and...Like waking up at 5 a.m. in the morning and working until 12 at night...When you work with someone until 12 at night, you learn that you do work until 12 at night. That kind of brings you these dimensions." (David 162)

"...(the mentor) he talked about things he's discovered in his own firm or what he's tried to do or what he's thought about doing." (Sarah 3660)...He might say in a very comforting way something like "as I became the Managing Director I almost ran the firm into bankruptcy with one minor operation during the first few years." He probably then reacted very calmly to those things, you might just do all kinds of things...The firm didn't go bankrupt. It's been very successful since that...I think I learn a lot especially from being able to go through and think about everything. And you don't have to feel like you're forced to succeed in everything. It might be wise to learn from everything." (Sarah 3765)

"And then we've had different kinds of business management consultants in the firm. At that time we had this guy called Ray Moore...he coordinated and ran our business plan process.

He's also been one kind of a master also...he clearly enjoyed working there, as you yourself were young and hungry, willing to learn and listen, he also shared his knowledge and skills...He's one important person who's influenced me, definitely my skills as a person and also my older brother. He was a demanding consultant. He was a very professional guy." (Michael 312a,c)

The period of a mentee's preparation defines how the existence of a role model does have an impact. Michael and David show that exemplary behaviour patterns are consistent with the values that they respect. For example, they have experienced that business requires hard work and sometimes unlimited working hours, similar to those things valued by David's first mentor. Additionally, Sarah perceives a failure experience described by his mentor to be relevant, which, as a sign of honesty, has helped Sarah accepting the form of learning – that of making mistakes. All three have followed a scheme that is 'I do like I say', which proves a mentor's existence and impact into the future. This also requires that behaviour patterns need to be shown to be workable.

Furthermore, David and Michael explain the importance of co-performance with a mentor or master. The mentor's exemplary behaviour is more convincing when it is experienced by a mentee him/herself, and when a mentor is also respected the most. This is different from mentoring discussions in which performances are merely spoken about. Both of these modes are important in terms of role modelling and a mentee's learning. Its effect is proven most concretely when the mentee remembers it even after many years have passed. This link is illustrated next.

Memory trace

One needs to view a mentor as being credible before it is possible to define existence as an element in mentoring. It is most often evaluated afterwards, through the mentees' own learning reflections, and when mentorship has already passed its effective stage. Then, a *memory trace*¹⁴ occurs, which seems to be a relevant source of learning in terms of the mentees' further development.

"And then I found it good, that he (the mentor) was able to openly say what he thinks about himself. Like "I think I'm good at this and at that again I'm no good". I remember that, it's stayed in my mind and it's something what I was always thinking about back then and what I feel that I'm still thinking about, that's when it's enough and when it's not. It's the model where you don't have to know everything. And you don't have to trouble yourself with that, that's not one of my things. Someone else can do that." (Sarah 3661)

"Well because I didn't feel like I was getting anything out of them. I don't even remember anything about the whole thing anymore." (Tanya 854)

Sarah respects that her mentor invests his own personality (i.e. mentor as a person) during discussions. This has helped her to discover her own patterns of reflecting upon the experiences, which she still uses after years of mentoring experience. (The content of Sarah's quotation will be discussed later in this

¹⁴ The term '*memory trace*' is used with the same meaning as '*engram*', however, without physical sign.

study.) Since Tanya does not find mentoring to be a relevant experience in terms of her personal growth, no *memory trace* occurs.

"For example an educational matter... what's worth studying? Certainly also the fact that I went to study business studies, that made a big difference...I can't memorise any discussion completely...at least a significant indirect influence of mentor, let's say that." (David 167b)

According to David, the content of mentoring discussions is impossible to remember. Instead, it is possible to identify their holistic impact over the course of his life. The source of his *memory trace* occurred a decade ago under the circumstances of his thinking about his career issues. In contrast to David, Michael remembers the approaches of his 'master's' which have had an impact on his learning:

"I was once the Sales Representative for this area and I had the Sales Director for this province...He's really talented, an extremely talented person in dealing with his own employees and clients...He's a participating superior. (Michael 356b) "(Marketing Director)...I think he's very good at handling things in a positive spirit...And he's got this comprehensive view. In his own way he's been one kind of a master." (Michael 356a)

Michael describes different qualifications which reflect the concerns he has had during those times. The signs of his 'master's' credibility and his approach (see also previous quote) towards a younger employee have occurred as a *memory trace* during different periods of his family business career. This experience can be used long after the active influence of the 'master's' role modelling has come to an end.

"I don't think it (the mentorship) has to necessarily end. Because it becomes a good relationship, then why couldn't it continue through life more like a friendship. Something that enriches your life." (Joe 243c)... "It also gives you a feeling of security when you have someone when you're in a situation like argh – what should I do – then you've got someone you can call. Someone apart from a parent. You don't really want to call your parents." (Joe 229)

Joe has a five-year-long mentorship that is now changing to become more like a friendship. His *memory trace* is utilised whenever he faces insecurity. His mentor is the first one who comes to his mind, especially under the conditions of a business parent no longer being a role model for him.

Memory trace is always recognised afterwards, when the effective mentorship is over. It is typically a retrospective view of the mentees' learning and not always identified during the active mentoring period. The mentees express their feelings that the mentor's role model has been important in their career choice and self-directed professional growth. The *memory trace* of the mentor appears as source for later use under different circumstances.

The discussion of role modelling has revealed the importance of a mentor's personal qualifications and the relevance of this in the light of a valid source of learning. This section has also showed a preliminary signal of how knowledge and understanding patterns can be transferred. More attention should be paid more to this and, therefore, as a close link to the existence of

mentor's role model discussed previously, the interactive element of mentoring will be discussed next.

4.4 Interactive element: Mentor's style

The previously discussed existence in mentoring highlighted questions to consider in terms of the interaction between a mentor and a mentee. The following questions revealed the essence of a mentor's style or approach when interacting with a mentee. What happens during discussions? What is a mentor's role in discussions? The analysis presented here should not be understood as interrelated to and not separately from the previous discussion.

This section introduces the characteristics that cover the interactive element in mentoring. These are; showing interest, challenging to self-reflect and realistic feedback conducted by a mentor. To some extent they are shared experiences by all the interviewees. However, some differences can be identified when considering a mentee during their early or late preparation period. Also the dual role of a CEO-mentor, to some extent, indicates a difference in the interaction. Interaction is based on the one-to-one circumstances in which both of the partners are in different ways active.

4.4.1 Showing interest

The mentor's style of showing interest indicates their orientation in mentoring. It provides the mentee with a feeling of someone being interested in them, which, as discussed in Chapter 3, is perceived as different to that of the parental relationship.

"Or he (the mentor) asked additional questions or asked for more specifications or mentioned a general principle, he said that on the whole he finds it important to keep these roles visible. Or that the common problem could be this or that. He was in that way argumentative and active." (Sarah 2713) "And I think he (the mentor) was very committed to the process and gave of himself. I could imagine that I wouldn't have liked a mentor who wouldn't put himself into it and in that sense taken a stand for things that he thinks are the right operational principles. When it's a question of a family firm, the mentor has to have his own views and he also has to express them." (Sarah 2714)... "Of course the actor (the mentee) can have a different opinion. But I didn't feel that there were any cases where I would've had a different view." (Sarah 2715)

Sarah respects her mentor for being committed to the mentorship. The mentor significantly focuses on her concerns and needs without taking a directive role. This shows that the mentor demonstrates an interest in her, since he *asks questions* instead of just constantly giving advice. Additionally, Sarah prefers to have opinions – honest ones – from her mentor, which in turn defines the discussions as being interactive.

"I was forcing it through (the challenging work experience as an opportunity) just because I only saw the good things in it, what it will bring...and my family had already accepted it. But in a way Jonathan was one of those people who questioned lot of things." (Joe 226a)

Similarly to Sarah, Joe also feels that he is personally cared for and made to feel important by his mentor showing an interest in the arguments that he makes. His mentor calls his plans into question and gives constructive criticism in soft way. To sum up, the mentor focuses on Joe's personal concerns. It seems that a mentor can be the one who helps a mentee to identify other perspectives on the issues under consideration.

"And he's (the mentor) got the habit of opening things to questions, making questions. Every now and then he'd have me come to his room and tell me about a practical problem in the firm and he'd say Michael hey, tell me how you would handle this. He had such a fine way of doing that even if I was 18 years back then, and those were big issues that he through at me. He wasn't thinking like he's so young, he's got no experience, but he (the mentor) wanted to hear different thoughts." (Michael 304) "They were spontaneous situations, as we returned to the office and were walking in there, Jakob might just go like Michael hey, would you come in here, in to his office...Then we went through the issues. He asked me how my day at work had been. He might ask his questions..." (Michael 376c)

Based on his earlier experiences, Michael finds that the youngsters are not worth paying attention to in regards to business matters. In contrast to attitudes in general, his mentor showed that he was interested in Michael by asking for a business opinion. This shows that the mentor took Michael seriously as a young potential in the business field. Additionally, Michael felt cared for when the mentor asked about his daily feelings at work.

"Norton has been...like, you could say a guide and someone who's shown the direction...Someone who always says in which direction you should start going and sort of an advisor. Such a fighter and a encourager." (Vicky 919) " (discussions) Then it turns into that when something's bothering your mind. And if Norton asks how I'm doing. I do tell him if I'm not doing well and I tell him what's bothering me." (Vicky 923)

Vicky refers to her mentor as a guide and an advisor because of his style of showing a way to be followed. In contrast to others in this study, it seems being not the case here that the mentor asks for opinions and ideas regarding the business. Instead, the mentor asks questions that allow Vicky to start to discuss openly about her "daily mood" and concerns. They have a spontaneous way of talking, usually initiated by Vicky. Because discussions are conducted at work, and the need for a discussion stems from daily concerns at work, the mentor's style may not differ from her superior's approach. In this way, they have open work relationship. Regardless, the mentor shows an interest in the mentee's well-being.

"(the mentorship) has continued on a regular basis, all the time, even when I've been on my maternity leave, in between we've met and stayed in contact. And we also agree on what we're going to discuss in our next meeting. Of course there might be urgent matters. It's been very good when I've got a lot of different material to read myself. In a way there were so many things in the beginning that I wasn't able to block the important things. The orientation program...she did it for me...My commitment to this company and getting in this has been of top level as I've had a nice reception in the firm." (Tracy 47/1/2)

"When I first started I didn't make any concrete goals for myself. I think Tina had the goals in her mind and she's also talked about them aloud to some extent. But I haven't. But after that, one meeting at a time I've started thinking about the meaning of it all and additional questions I could make around this whole matter." (Tracy 44/2/1)

Based on the experience of a five-year mentorship which still is maintained, Tracy feels increasingly committed to the firm. This is because her mentor is committed to continue mentoring discussions and interested in her personal development. This is the case even during Tracy's maturity leave. Tracy is the one who asks questions during discussions, and the mentor is then the advisor in this matter. In the beginning, she was not able to set goals independently, but her mentor has instigated the procedure. Similarly to Vicky's circumstances, the mentor is the one familiar with the future road and, therefore, capable of deciding upon the content of their discussions.

'Showing interest' appears differently among the representatives during the late preparation periods. As in David's case, illustrated below, the partners in the mentorship become more equal. In order to benefit from the more experienced partner, as a source of information, the mentee also needs to show interest. This also applies to use of other outside perspectives.

"People do want, because when you asked them, as you know these things so well, why don't you tell me your opinion on this, usually there are no problems in getting their opinions. It's a kind of natural thing that...if you show that you value someone's opinions, he's ready to let you know his opinion." (David 132b)

"(the need for networking) Well she never took the issue further...I then expressed my interest, but she never...She must've forgotten everything in the middle of the rush." (Tanya 852)

Tanya's statement shows that a mentee is now capable of asking questions about his/her current purposes. This shows that a mentee has identified their own needs that are then to be met. However, she finds that her mentor is not interested enough in her needs. It is impossible to prove, without more data from late period representatives, whether this is one contributing factor to her perceiving this as an uncomfortable and useless experience. Instead, other mentor's styles are worth discussion. This follows next.

4.4.2 Challenging to self-reflect

A mentor showing interest in a mentee also appears in the discussion of how a mentor challenges a mentee to undertake a process of self-reflection. This style refers to the idea that a mentor does not give explicit advice but, instead, provides points of view, which the mentee should consider and pay attention to. These concern either issues about the mentees' career decisions and/or daily job performance. In practice, mentees undergo self-reflection both during mentoring discussions and outside of them.

"Then lets say in Eliel's (the mentor) case, anyway I was around 20 or a bit older. I was studying business...of course this way we probably had all these basic discussions about whether you're interested in the firm's operations and what would you think and this should

maybe be done this way...some common views came up. In a way to myself, my dad and the rest of the family, it was like how could this thing go?...Eliel also told about the things and expectations that are involved with what might be good to have." (David 163a)

David's comments are based on his experience of mentoring during his early period of preparation. One purpose of discussion is to refer to issues brought up around the subject of succession and a mentee's potential career in the family business. The mentor provides a context and issues to be taken into consideration. And, it is the mentee who then needs to reflect own upon his/her own feelings.

"And in a way Jonathan has never put any pressure on me in any way...and I find it very important...he's got to give guidance and advice. He mustn't be the kind of an authoritative leader who says to you that, 'now boy this is what you're going to do with your life'. Because that's not working...I don't think that would result in anything good." (Joe 217b)

"(appreciated in the mentor)...specifically this openness. And also that he's capable of this conceptual thinking in a good way and that he's analytical. And he also made me outline those things that way. He did have this, in a very symphathetic way, I'd say in a soft way he had this promptness..." (Sarah 3766)... "challenges to think...what are you ready to put at stake in this task, how, based on what values are you prepared to put yourself at stake and all this. I also found that a very good basis, for myself." (Sarah 2606)

"Well, of course always when you say things aloud, they're also clarified to yourself. But there weren't probably any aha-experiences one way or the other." (Tanya 851)

Similarly to David, Joe and Sarah were also challenged to reflect upon their thoughts within mentoring discussions. Joe appreciates his mentor's non-authoritative style, which is the opposite to his business parent's approach. Sarah, in turn, respects her mentor's analytical way of dealing with issues, an orientation she herself holds. As the mentees think through their current concerns, then, the mentors have succeeded in their task of challenging their self-reflection abilities. This does not work in Tanya's case. She does not consider self-reflection to be relevant within mentoring. However, this does not necessarily mean that she would not undertake such an activity independently, away from the mentorship.

"Norton is the kind of person who wants me to take responsibility...he sort of makes me take responsibility." (Vicky 924) "(current mentor's insufficiency) Well on the psychological aspect it would probably be Ramond Mole. She's good at reading someone's mind and knowing what the matter is." (Vicky 948)

Vicky states that she is being given responsibility by her mentor. It is a task of a superior and does not come under the remit of the mentor's responsibility. In terms of expectations from a new mentor, Vicky would like to have a person who could recognise her current concerns and read her mind. This, in turn, demonstrates a need to conduct self-reflection with someone who is an outsider.

"Tina has always given me lots of material to read. I get newspaper articles, magazines, books...and that happens continuously. Already as we started I got this sort of home work to

familiarize myself with at home. All the time now there are greetings of some kind from Tina every day in my mail box. "This is very good" and comments and such things." (Tracy 43/1/1)

"(during mentoring discussions) I always write things down, I've got lots of notes. At the same time I kind of deal with them and I memorise the things. I can always go back to them like, just a minute, what did we deal with, because there are just so many things. Sometimes you just can't adapt everything." (Tracy 40/1/5) "And then...when I have the information I write down what we're going to discuss next time, I go through the things in my mind and prepare if I need to...It's really good that we already decide months in advance what we're going to talk about next time. It sort of starts rolling...you start thinking about those things months in advance." (Tracy 42/3/2)

Tracy's mentor proves to be a rich source of information during their discussions. Also, Tracy's own learning style of making notes becomes important. It helps her to prepare for the next mentoring discussions in advance, which is typical for their step-by-step mentoring process. In this way she is challenged to self-reflect by the amount of information available. She mainly reflects independently upon her learning and less so during mentoring discussions.

As shown, mentoring discussions alone are not enough to meet the needs of the mentees' learning goals. They also need to work through self-reflection independently. In the ideal case, mentoring discussions support this process. In other words, self-reflection is the way to keep up the learning process outside of the interaction of mentoring. For example, in Tracy's case, this also helps the mentee to adapt to their next mentoring discussions.

4.4.3 Realistic feedback

The third important style of mentor appears when a mentee receives realistic feedback. It came out in the discussions about business parenting that feedback was critical. Here, it is shown that a mentee appreciates a mentor giving them honest feedback even when it could be viewed in terms of criticism. Since a mentor's style reflects their positive spirit within the giving of feedback, the mentee then receives it comfortably.

"It (mentoring) would've been like advising...giving advice on single things, it wasn't that in that sense...Receiving information, support, sparring..." (Tracy 50/3/1)

"(mentor) Someone who gives you some kicks and makes you fight. Someone who praises you when you've earned it and also criticizes you when it's needed. And also dares to say...Also dares criticise you." (Vicky 951)

Tracy receives support from her mentor in terms of gaining information about business. This seems to be sufficient for Tracy's current needs. Vicky appreciates not only receiving information but honest feedback about her job performance. The quotation above also reveals that mentoring is based on open discussion about her not being comfortable with parenting (as discussed in previous chapter).

"I was once the Sales Representative for this area and I had the Sales Director for this province...He's really talented, an extremely talented person in dealing with his own employees and clients...He's a participating superior. He called me and said that, "next week Michael, let's choose an area where we're going, let's go selling together and see how the job is done". Then he came, we made a business deal together. He gave me feedback on how I handled the discussion. How I did in different situations. He's been one...That's where I've learned about the personnel matters." (Michael 358b)

Michael respects his 'master', from whom he receives immediate feedback about his job performance. This is possible in the conditions of co-working with a 'master'. It shows how a mentor's style is relevant since it offers the possibility of a mentee applying own skills into practice. This is similar to the mentor's task within the process of self-reflection previously discussed.

"Of course it's discussing things and also you're probably seeking for...a specific encouraging element is quite important. When you discuss something and you can even give praise like this is really good and is it ok like this. Sort of a positive way." (David 188)

"And I remember that he used to take a stand every now and then, he might say that he thinks that my way of thinking is the right way or that I see things right. He kind of confirmed..." (Sarah 2712) "And he gave his opinions like it's like this and that...If you felt like you needed to keep up the roles in the firm and give up the roles...That you didn't just listen and say that's good, but...And the capability to see the differences between emotional things and business matters. He made me think about it, what the goal with that job should be." (Sarah 3767)

"The first discussions...They've also got to do with something like an outsider telling me what's required from a competent Chairman of the Family Council in a family business. And does this person think that I have what it takes? And if this outsider thinks that there are lacks in my competence, then where and what should I do? And there I remember getting this positive feedback, which supported me because my mentor's point of view was that the essential thing is not that I'd been in the business world for a very long time. Of course all that would be useful, to be familiar with and to know business life, but in any case he said that if I'm able to think and handle these things. And I felt like my capacity to think is enough." (Sarah 3657a)

"(master on the Board)...I think he's very good at handling things in a positive spirit...And he's got this comprehensive view. In his own way he's been one kind of a master." (Michael 356a)

David and Sarah receive feedback from a mentor about their current decision-making concerns. This happens during discussions with a mentor outside of their working context. Both of them experience feedback as encouragement, especially when it comes to providing a positive spirit, as Michael also states above. David is uncomfortable with family communication that is problem-orientated. Similarly, Sarah has mentioned the possibility of emotional disruptiveness within business family communication. With the help of her mentor's realistic feedback she is able to focus only on the essential issues. This refers to dealing with business responsibilities instead of struggling with her own self-efficacy. This is certainly an issue worth reflecting upon, but through feedback from her mentor she is able to deal with her current concerns.

"...we're taught this rule in our training team, that the mentor doesn't make the decisions for the mentee. It's not about you taking the issue over there and asking what to do now. And then he'll say that you need to do this or that. It's about reflecting upon things in light of his

experience. He can bring in his own experience and have that used. And on the other hand it's the kind of reflection, where you consider and bring in your own alternatives." (Sarah 2711)

"Because I don't think it makes any sense, if the mentor says that it is like this and this and this. It has to be about exchanging your thoughts and discussing things. It's a bit of brainstorming in a way." (Joe 235c)

Both Sarah and Joe are comfortable with mentoring discussions in which the mentor's advice is not emphasised. Therefore, a mentee does not expect to have straight advice from a mentor even if he/she asks for it. Instead, a mentor represents a 'mirror', meaning that the mentee is an active partner, opening up about his/her concerns and testing his/her own ideas. This is what makes mentoring interactive rather than a teaching-centered forum lead by a mentor. On the other hand, a mentor's advice is still available if the mentee is not able to advance independently.

"(expected from mentoring)...vision projects, strategy projects, how they should be done. How to go through with them. Then maybe a bit more of expressing opinions on the visions and their contents. Like have you considered this and that and that in this case...Let's say...when talking about a salary system or a bonus system, like what have they done and how could it be done, and how do you handle it. I had kind of thought, that one could also give an opinion on the development of this." (Tanya 813)

Tanya expresses her expectation for a mentorship. Her needs are focused on business strategy issues, about which she is willing to have outside view and opinions. This shows that she is not comfortable with her mentor's style. In other words, the mentor has not succeeded in her task of giving realistic feedback, as evaluated by the mentee.

The mentees seem to be comfortable regarding his/her needs being met. Three such needs were feedback on the mentees' job performance, concerns about decision-making and personal weaknesses. Since a mentee perceives a mentor's style of giving feedback as positive encouragement, this also shows a mentee's willingness to be pushed forward by someone who is a respected outsider.

Talking about a mentor's style of giving positive feedback and engendering supportive feelings in their mentees, revives discussion about the issue of business parenting. A business family provides spirit of critical orientation, as discussed in Chapter 3. Here, a mentee feels free when communication is open, and he/she accepts the mentor's styles. These reflect the positive spirit of mentoring. It is a mentor's task only to maintain a positive spirit through the styles discussed in this section. However, it also appears that the environmental element of the discussions should be also considered. This is done next.

4.5 Expression forum

This section illustrates a forum in which mentoring discussions are conducted. The purpose of mentoring defines the content of mentoring discussions, which are presented under the title of 'tailored information'. This indicates that the mentees' needs are, in fact, fulfilled within mentoring. This is due to the mentees 'being allowed to speak up' and their ability to 'open up' about their current concerns with a mentor. These are the issues to be discussed here.

4.5.1 Tailored information

The analysis of the content of the mentoring discussions is presented here. The content is more likely to be chosen by a mentor who is able to sense the future needs of a mentee.

"(content of discussions) Mainly it does concern this firm. The firm and the field in general. And the economic situation in Finland. Of course also some family matters and how everyone is doing and these kitchen redecorating things. Up to 95 % of it's about the firm and the business. I find it very important, because I can talk about everyday stuff with anyone. Because Tina is such a busy woman, I want to get everything I just can from her, suck it from her." (Tracy 43/2/1)... "I've learnt a lot about Company Z, and from its way of operating. I've come to understand deeply, what the reality is. That this is really what we tell the world. Mostly about leadership. And...kind of liberal education in general, where do we stand at this moment. And at the time we started...about the trade union's operations...These basic things that we started off with once." (Tracy 51/1/1)

"This was the kind of main direction for us and we sort of thought about things that it requires. You need international experience. You need language skills. You need leadership experience. As we are an industrial family business firm, you also need industrial operations." (Joe 214)

Tracy respects her mentor for investing time into her preparing with the purpose of entering into the firm. The discussions are tailored to his needs of gaining knowledge about the business or the field in general. The mentor's aim is to give a holistic picture. Similarly, Joe's mentor has planned the content of their discussions on the basis of a holistic picture of the business. The purpose of their mentorship is to discuss issues that arise about his willingness to be a potential successor. They also consist of making plans about the future, in regard to Joe's capabilities and self-development. Instead of discussing particular firm, Joe's personal qualities are worth evaluating as he does not yet have a position in the firm. In both cases, a mentor is more likely to be the one who is able to clarify the goals and to plan the content of the mentoring, at least at the beginning of the mentorship. Mentees are not able to identify their needs in achieving further development. This seems to be typical to mentees during the early period of preparation.

"(American mentor) He opened up the things about the firm very comprehensively to me. He told me everything the Board does...in which direction this should be steered. These kinds of

big things; issues concerning the structure of the organisation, management issues and issues concerning the personnel's responsibilities." (Michael 375)

"As a matter of fact, the senior-Eliel, he was already then an old gentleman, as he was mentoring... knowledge based information and all this other stuff... discussions about the know-how and...the question concerning succession." (David 161)... "I don't know what kind of issues usually...of course my mentoring issues mostly concern business. I don't really know what else they could be about. Maybe it varies somehow...Let's say it this way, I don't feel like I need any psychological services. That's exaggerating a little." (David 192)

In a similar way to the other interviewees evaluating their own willingness to have a family business career, David also reflects upon his experiences during his twenties. At that time, similarly to Michael, mentoring discussions addressed business management issues. Additionally, issues about the upcoming succession are also covered. Today, he does not have a need for mentoring discussions other than those with business orientated content.

"I remember when my mentor was explaining the X-Window. We've been dealing with this strategic planning...Then we've been discussing, for example, the additional value you get from relatives on the Board...the Board of Directors' work in a family business firm...we've also been discussing the evaluation of the Board work." (Sarah 3550) ...on the other hand these things, what's the owner's relation to the Board. Which decisions does the owner make and which should be made by the Board...what you mustn't start dictating from outside the Board. We seem to have (according to the notes) discussed the book "The ownership as a resource"...(Sarah 3552)...Sometimes we decided on a subject. I had to think about my values or my goals. Sometimes we decided to deal with the strategic planning. That's probably been the kind of a subject that I've thought that I don't really know much about. So let's deal with that." (Sarah 3658)

Sarah also has experience of business advice tailored to her own personal needs. As the family business owner, she had a new responsible role as the Chair of the Family Council. The mentor senses her needs when evaluating her lack of knowledge about certain business issues. He first plans the content based on these evaluations. Sarah should learn how to manage and provide a complimentary resource for business governance. Not only referent knowledge but also knowledge related to her role expectations is covered.

"You can't think that way, that...well of course they have their affects, you could say the kind of professional knowledge, if I think about it, I've got that from both of them. From the Marketing Director I've received knowledge concerning sales and marketing. Then again from the Production Director about the production..." (Michael 356c)... "Then again thinking about the strategic thinking and business operations' planning and everything involved with these things, then that's all been more like Ray Moore's field, this external consultant." (Michael 357)

Michael emphasises that 'expertise masters' have had an impact on his competence development. It also appears that Michael is required to have multiple skills and to understanding his current responsibilities. He expresses the importance of having perspective of and outsider on this matter. His preparation process has not been goal-orientated or systematic in following his developmental needs. Today, he requires business knowledge in terms of strategy issues; similar to Sarah's purposes.

Tacit knowledge refers to information relating to a particular organisation or business field. Tacit knowledge is an abstract phenomenon, which is hard to express verbally. But its meaning can be put into words, as is shown below. Tracy recognises the embodiment of tacit knowledge due to her feeling about the tailored nature of mentoring. She argues that socialisation into a business would have not been possible without the help of her CEO-mentor's knowledge base.

"...when thinking of how I've got the hang of this firm, about how much information I've received. The kind of information I can't necessarily get just by being there. Information about this whole firm, the people and the field in general. Like the kind of liberal education about where we stand in the world's different situations..." (Tracy 43/4/1)

"Of course also a resource (a perspective from outside) in that sense, that you yourself...I think it can be about either an individual thing or person. You can almost ask, not really about nations, but about a former business acquaintance or something else, I think they're really convenient things. You can make a phone call and ask, this guy says he knows you and now I want to do business with him. You can ask if he's a complete con or not. All this in its simplicity." (David 122)

David has grown into the business without outside working experience and, therefore, he already has a strong understanding of the organisation and the business. Instead of tacit knowledge, which can be considered as cultural, and which is evident in Tracy's case, David achieves tacit knowledge about people from his networking, aiming to create new business partnerships. This appears more likely when an individual reaches the late period of preparation.

Inevitably, mentoring discussions consist of information about business. Especially during the early periods of preparation, a mentee's willingness for a family business career is emphasised. A mentee needs to gain a holistic picture first, and after that more detailed business issues are covered. However, it is not only knowledge that facilitates learning, the environment has an impact also. Two more characteristics are presented next in order to illustrate the pedagogic environment of mentoring.

4.5.2 Being allowed to speak up

A mentee finds it comfortable when he/she is allowed to speak up. This characterises the learning forum of mentoring discussions. This is important in the sense that it defines the meaning of the non-family mentoring from educational perspective. It also reveals the impact of time on a long-term mentorship.

"(the mutual relationship) At least I felt that we had a very close relationship...we talked very openly about things and with great confidence..." (Joe 237a)"...you probably look for a person who's got the same kind of a soul. They say that if your ways of thinking don't meet in big issues in life, that would make it quite difficult. Because you're talking about all kinds of things, you go through family issues and everything. Of course if I'd, for example, have family problems, they would affect my work and that again would have an affect on what he can do as the mentor." (Joe 223)

"You can actually...I dare say anything to him, I dare criticise and tell him about my own opinions and I dare ask him for advice." (Vicky 920)

"There are the topics which we go through in a mixed order. Sometimes we may just run out of time and the topic we didn't have time to handle will be postponed to the next time. Tina talks a lot and I make the questions. That's mainly how it works. And then of course we talk about my feelings and what's going on with my life at the moment, mainly within the business world." (Tracy 43/1/2)...In the beginning it was more like me asking questions when I felt like it and Tina was telling me about things. Maybe I didn't even know how to ask questions. Along the road my knowledge has increased and I've been capable of asking questions and I've told Tina which issues I'd possibly like to deal with next time. My consciousness has grown.(b)" (Tracy 50/4/1)

Joe feels free to discuss all issues regarding both family and working concerns. Again, Joe points out the importance of trust as a precondition for him feeling that he is allowed to speak up. Vicky feels that she is able to speak openly to her mentor by *daring* to tell everything, give criticism and state her opinions. Furthermore, Tracy continues, even today, to feel that she can dare to voice her concerns during mentoring discussions.

At the beginning of the mentoring discussion, Tracy was more the passive information receiver. Throughout the duration of her five-year mentorship, Tracy has changed to become a more active partner during the discussions. She also expresses this change in terms of her unconscious needs becoming conscious ones. This enables her to identify the essential issues to be discussed. And in this way, she is capable of seeking information directly. Even if there is some limit regarding the duration of the discussions, Tracy finds the flexibility of the mentoring process to be important, since she knows that the agenda can be continued next time around. In other words, she accepts that internalising knowledge takes time, and she can process learning at work also.

"Quite often I think it was like he asked me first how I'm doing now. Then I got a chance to tell him how I was doing. And then, some question came up more clearly and we started dealing with the issue some more. And we might just draw those outlines on the flip paper and that way..." (Sarah 3659)... "An outsider is - if you think that the idea of the mentoring program is exactly that, you can reflect on things, reflect and toss them around, think about different alternatives openly and consider, it's really essential that the mentor is an outsider." (Sarah 3446)... "On the other hand we used to go through my current process, because so much was happening then." (Sarah 2708)... "I bring the matters that we go through and which I think are problems or questions, which I want to deal with." (Sarah 3448)... "In a way the mentee makes the agenda. The mentor might also make changes on it, bring in his own contributions based on his own thoughts. And my mentor also did that." (Sarah 3870)

Sarah emphasises her current concerns, emotional ones, which direct the mentoring discussions. These, especially, were discussed with the mentor, who gave her room to direct the process. However, the goals of the discussions were set together. Sarah is an active information producer, which reflects the factor of her feeling that she is allowed to speak up during discussions.

"(first mentor)...It's getting a long time ago...Not especially many words...As you can imagine, a Finnish man...Eliel might present some thoughts and I had my opinions. And he told me what something meant and how something goes. I think very simple things..." (David 167a)

"(the last mentor)...in the long run, they are probably discussions between two people. In that sense, leading it is clearer to some extent and you can present specific things. And the initiator can certainly and quite specifically define what will be discussed. That's quite essential. Greater discussions go more like this and that and that." (David 131)... "It (interaction) depends completely on the mutual relationship...very often I go and ask for advice myself, let's say with practical questions. Like what do you think, is it worth doing it like this or like that? I think they're just like that." (David 129)

David's two different views indicate a change in the use of initiative within the discussions. A decade ago, David was a more passive information receiver, as are Tracy and Joe during their early preparation period. Today, David already has a self-directed attitude in seeking information, and he recognises own developmental concerns. Instead of waiting for someone to guide him, he knows what is relevant to the discussions. Since he respects the opportunity to direct discussions, this reflects the fact that David is permitted to speak his mind.

"...With some people you can sense it immediately, like 'there are these kids'; they obviously don't want to open up and have a proper argument about things..." (Michael 312b)

"(discussion) It just goes around the limits of being this and that and around the subject. It's really an interesting experience, but then again I don't know what the outcome of it is." (Tanya 806)

Similarly to David's retrospective view, Michael also remembers his mentor's positive attitude towards him. Here Michael refers to some experts (other than his mentors) who did not pay serious attention to his business intentions.

The mentees seem to be more active within their role later on in the mentorship process. They become aware of their needs, which also enable them to dare to talk about other issues than only business orientated ones. This requires trust, which has already proved to be a precondition for mentoring. Here its relevance has been revealed since mentoring reflects the circumstances under which the mentor (as the more experienced person) is there 'just for you and your purposes'. A mentor is respected due to his/her style of giving room in terms of discussion. It is notable that mentoring provides a learning forum in which disturbing environmental pressures (family and business) are not present.

4.5.3 Opening up

The analysis here reveals that mentoring discussions are not only for business-orientated issues. Discussions also make room for a mentee to open up about his/her feelings: this is not possible without the existence of trust in the mentorship.

"(your own suitability as a mentee) Surely at least the fact that I'm very open myself. And I've talked about both good and bad things very openly. My own thoughts and others' thoughts. And the family's thoughts. It's definitely that, if you don't give of yourself. I've kind of always put everything at stake. I have put down all the information and opinions I've had about the issue, I've always put that on the table." (Joe 246)

"It's always good to go there (to the mentor) and blow, like again there was this and that. I think I always complain when I go there, going against this thing is like this and this like that. I always complain to him...But I wouldn't sacrifice that. Norton's very good, because you can always go to him when he's around and there's no one else there, then you can always go to him." (Vicky 961)

"Whether to get married or to have children or go to work...I'm not like interested in those, people, to consider anything with a strange person...And I'm like interested in talking business...People do have friends. The kinds you go on about these things with." (Tanya 855)

Joe and Vicky emphasise the existence of openness and trust in their mentorship. They both invest themselves in a process that enables them to open up about current concerns. This refers back to a mentor's style of challenging the mentee to undertake self-reflection. Vicky opens up her feelings of being in a bad mood. She confronts the need for a mentor being available whenever she requires it. Tanya, instead, is not willing to open up about herself within mentoring. She, unlike others in this study, prefers discussions to only cover business issues.

"Well, something I didn't understand, for example then I naturally specify and ask her what she means. Mainly my questions have been about going deeper into the issue. I haven't understood something and then we start thrashing it about further and I ask questions, like hold on a moment, now we have to stop right here because I don't understand a word you're saying. Then we open up the issue." (Tracy 50/4/1a)

Tracy understands, until now, her own possibility and responsibility within mentoring discussions. She feels free to stop the flow of information through asking questions and clarifying matters. She is also able to take the initiative within the discussion. Tracy now dares to admit her own ignorance, which is contrary to a case at a beginning of their mentorship. This reflects that trust needs to be created over time. More equal discussions between partners are then enabled; they are equal in the sense that the partners do not have clear hierarchical differences within the mentorship in the same way as within other organisations.

"...a mirror can't tell you that, but maybe...a sort of wall which you can throw balls against. It kind of comes back the same as I throw it, but on the other hand you even get something more...of course the wall is very passive, it doesn't really give you the picture, but...Because somehow it gives you the picture of the situation, I think there's certain freedom in that, you could throw things around like this. But it wasn't just throwing around..." (Sarah 3768)... "And when you don't know the person from before and he's not a part of your routines, which I find also very important. Then you have a different kind of freedom. And then you have a feeling that the person is not defining you on the basis of what kind of a previous picture he's got about you. That also gives you space for handling these things." (Sarah 2719)

Sarah respects the ability to have an outside perspective in her mentorship. She describes a mentor as being a kind of 'mirror', which then enables her to open up about her ideas and concerns. When a mentee offers things for evaluation, she will receive models to be applied that are not the as the original ones. This is similar to what Joe mentioned about benchmarking earlier. This also reflects that she, as a mentee, is free to choose whatever information she needs. In other

words, mentoring as a forum gives the individual freedom to choose and act in unrealistic circumstances.

"...it's confirming your own decisions. It's a shame if you've made completely wrong decisions, but that's the sort of thinking that it is." (David 187b)...if we draw a line between these so called conversations between family members and...whether they are between man and wife or father and son or...discussions with your mother or father in law...the good thing about the mentoring discussions is that they're usually a lot more positive. Because I believe that in many family firms, there's exactly this problem that you kind of want to improve things and you concentrate on very negative things. You keep going on about the negative things. That's why no-one can go on discussing like that with anyone." (David 189)

David compares mentoring discussions to business family communication. In family discussions, his accomplishments are criticised without any positive consideration. He finds that this results him feeling frustrated. Mentoring, in turn, provides him with a forum in which failures are dealt with in a constructive way, not applying blame because of them, but instead, learning from them. In terms of opening up about his own concerns, David more likely avoid doing so within his parental relationship than he is during his mentoring discussions, as shown in the above quotations.

The quotations reveal mentee's developmental need to be able to speak up about current concerns in terms of both business and family life. This is not emphasised enough in parental discussions. Under the conditions of trusting a mentor, whom one is not too familiar with (when compared to a relative), a mentee is free to express him/herself. Mutual trust enables a mentee to admit, out loud, his/her incapability in taking over the business. This discussion is worth deeper analysis in the next Chapter (5) about personal benefit from mentoring.

4.6 Discussion: Mentoring conditions

The second main category of this study characterises mentoring as an educational approach. It more thoroughly illustrates the nature of mentoring and the roles involved in it. This section brings up a discussion about how mentoring supports the growth intention of the mentees. Some theoretical discussion from mentoring literature follows.

The key relevance of each of this chapter's components (content) is summarised in Table 9. The feelings stemming from mentoring experiences are positive, and they reflect that the NGMs – the mentees – are comfortable with them. This is to some extent in contrast with the feelings that come from the influence of the business family.

TABLE 6 Relevance of the category of mentoring

CONTENT	RELEVANCE
<i>Mentoring forms</i>	<i>impact of mentor's dual role</i>
<i>Trust</i>	<i>precondition</i>
Chemistry	companionship
Shared interest	feeling of being understood
Intimacy	closeness
<i>Existence: Mentor as a role model</i>	<i>positive memory</i>
A mentor as a person	values
Business experience	credibility
Exemplary behaviour patterns	source for practice
<i>Interactive element: Mentor's style</i>	<i>comfortable approach</i>
Showing interest	cared for
Challenging to self-reflect	activating
Realistic feedback	encouragement
<i>Expression forum</i>	<i>'unreal' circumstances</i>
Tailored knowledge	fulfilment of conscious needs
Being allowed to speak up	ideas in test
Opening up	feeling of relief

Mentoring appears in the context of its forms. There are no relevant differences to be considered between how a mentorship is set up and what is the frequency of the discussions, i.e. characterising its process. Mentoring discussions have similar relevance as long as they were conducted outside of the working environment. Only the dual role of one characteristic of a form of mentoring revealed some inconsistencies within experiences. Firstly, in CEO-cases, they might be a risk of seeing a mentor only as a professional. This may create a more distant mentorship if the partners do not invest themselves as people. Secondly, a mentor in his/her superior's role is able to give real responsibility in the work context. This is not possible when a mentor works externally to the business. Then, mentee's may not perceive mentoring circumstances as 'unreal' (out of work responsibilities), which seemed to be important. Thirdly, however, a mentee is able to maximise a mentor's role modelling through his/her own work performance. It is certainly possible among other mentorships as well, but rarely utilised as such. The aforementioned issues will be opened up more in further discussions.

Trust appeared to carry great importance in terms of mentoring overall. Trust requires chemistry between partners. Chemistry refers to an explanation for the reason why people get along with each other. The mentee feels that the mentor understands him/her and their current concerns. The mentee feels companionship when someone is interested in him/her. Both of them revealed feelings of caring to some extent. Trust also reflects a shared understanding

about the partners' interests and values. Shared interests seem to be one initiating point in creating a mentorship. Lucas (2001) supports this through the finding that when the partners identified common interests, this created a closer connection and a sense of trust in the mentorship.

The concrete evidence of trust was that partners did not talk about their mentorship in public. The mentorship is, to some extent, an intimate issue. Similarly, Kram (1983, 616) states that "psychosocial functions of mentoring depend on the degree of trust, mutuality, and intimacy." For example, Clutterback (1998) finds mentoring to be a competitive advantage for a firm, as opposed to the intimate characteristic of mentoring in the context of family businesses. The importance of 'non-public' mentorship outside of an organisational context is inconsistent with Danco's (1997) suggestion. Danco would pay attention to the importance of informing everyone – all the family members involved – about the mentoring activity. According to him, this avoids misunderstandings within the family business overall. This may be a case when a CEO is mentoring a potential successor, as in Vicky and Tracy's cases. But, in Sarah's case there is a concern about others being unfamiliar with the concept mentoring. She had a fear that the others on the Board might misunderstand the purpose of mentoring. As long as trust and intimacy are maintained, the personal orientation of non-family mentoring is enhanced. It aims to support a mentee's professional development, not the business as a whole.

A mentor is trusted as a human being through his/her personality and business experience. As Taylor (1989) describes, trust is one fundamental notion that is claimed to be understood by everybody, yet which is hard to explain or precisely define. Kaye and Hamilton (2004, 151) define trust in human relationships as "a reliance on another's character, ability, strength, or truthfulness". LaChapelle and Barnes (1998, 2) list the personal attributes and behaviour most often cited in the literature, such as "availability, benevolence, caring, compassion, competence, confidence, consistency, discreteness, fairness, integrity, loyalty, openness, receptivity, reliability, and support". These also characterise the reasons why a mentee respects a mentor in this study. A mentor's credibility in the eyes of the mentees is determined through him/her being respected as both a person and a professional. It is credibility that creates the value for receiving advice and information when other information sources do not fulfil this aim. However, a person other than mentor may be utilised as a source for purposes of seeking out expertise, as was done by Michael and Tanya. Therefore, in their case, mentoring seems not to have tasks anymore. This also reflects upon the end of late period, in which other experts than mentors are perceived to be valuable sources for the purposes of the business.

Tanya viewed her mentorship to be useless in the light of her current needs for networks. Tanya did not have confidence in the mentor's credibility. This reflects a lack of trust. Under the condition of a lack of trust, the mentorship was no longer effective, and some other related strategy (peer relationship) was used (see also Kram 1983). Tanya found some other

professionals to be more important as her source of knowledge about the business. Kram and Isabella (1985) found that peer relationship could replace mentorship in certain circumstances within the organisation. In this study, Michael also found a peer-relationship to be more relevant during the late period of his preparation.

A mentor is respected also through their role model effect. The role model function of mentoring is recognised in mentoring literature (see e.g. Yau 1995; Lankau & Scandura 2002). Role modelling is a valuable learning source for a mentee both today and in the future, down to the *memory trace* that can be recalled for years after active mentorship has ended. This is ideal, and as such, it would be a remarkable source to use in the future. Lucas (2001, 46) summarised the role model effect of the mentor by saying, that "you can only aspire to be referred to as someone's mentor, years later, when you are probably not there to hear it". This was the case especially in the mentoring experiences of David and Michael. They, amongst others, defined the mentor's credibility and his/her exemplary behaviour patterns as influential to their learning and overall competence.

The role modelling of the mentor provides a source of fulfilment for the mentee's needs. The needs in terms of organising working tasks and analytical thinking were emphasised by representatives during the early period of preparation. Compared to the late period representatives, these needs were already fulfilled and new concerns about leadership became present. These came out when a mentee perceived a mentor's behaviour patterns as exemplary. The role model represents different behaviour patterns, which seem to work as examples for the mentees. The key point in exemplary behaviour is to receive a concrete model of action, which then convinces the mentee of the mentor's credibility as an information source. This is required since a mentor, as an educator, is accepted through his/her credibility. For example, Vicky emphasised her lack of good practice for her new job performance, and she expressed her wish to learn patterns from her mentor. Notable here is that she did not aim at copying a mentor but rather at applying the pattern most suitable to her own style. Field (1997) also highlights the opinion that a role model should not impact in terms of coping the patterns. The mentees are recommended to use self-reflection in order to find their own patterns to be applied, instead of copying them directly from the master (see also Bleach 1997). This, in turn, refers to the mentor's style of challenging a mentee to undergo self-reflection. Similarly to this, Hardcastle (1988) emphasised the importance of self-reflection in order to avoid copying mentor's role model patterns. Grote (2003, 122), based on Lansberg's (1999) writings, stated that, "if one would imitate a mentor, one will never attain the independence needed for true leadership." In other words, "He (a successor) will remain a follower, not a leader." However, non-family mentors are less likely to become unconscious models of desire for family members.

It is also important that role modelling is available elsewhere than in the forum of particular mentoring discussions. Tracy joined the business meeting

together with her mentor. Joe met his mentor in social events outside of a business context. Both of these examples show the fruitfulness of the mentee observing the mentor in different circumstances. Lucas (2001), in a similar way, found that other social events serve the possibility of seeing a different side to a person, and getting to know another person's interests and personality better. This could also affect the closeness and trust within the mentorship. Bleach (1997, 22) recommends collaborative teaching in the teacher-student mentorship in order to gain access to the thinking of the experienced teacher. Michael found this to be relevant to his learning about personnel management. However, persons other than a mentor can provide this kind of experience also.

The latest educational mentoring studies have recognised the insufficiency of the solely cognitive development focus. For example, the mentor as a source of knowledge is suggested to also show the so-called how-patterns for professional performance, and additionally mentors should encourage the mentees to explore personal values (see e.g. Bleach 1997). Vork (1993) mentions craft knowledge as only one part of the guiding practices (cited in Bleach 1997, 23). The mentee's perspective in Hardcastle's (1988) study raised some qualities for the mentor, like wisdom, caring, and commitment, and as a person with integrity, high expectations, and a sense of humour. Furthermore, the mentees "served unique visions of themselves", the mentors "motivated them to grow professionally, showed them new ways to be, and were spiritual supports" (Hardcastle 1988, 207). Similarly, existence of a role model in non-family mentoring provides purposeful support, such as clarifying career intentions, adapting to a firm, support for a new professional task in one's life, responsibilities at work, and help for one's concerns about being a female manager. Not only knowledge acquiring is needed but testing one's own potential in practice.

The interactive elements of mentoring were based on three mentor's styles that can be regarded as appropriate for the mentee's expectations. It should be noted that these were, to some extent, different or even contradictory to the approaches of the business parent. Particularly at the beginning of a mentorship, a mentor showed interest in the mentee by asking questions and opinions from him/her. The mentee then felt that they were being cared for and perceived the approach to be a comfortable one. Similarly, Kram (1983, 615) noted that the mentee "feels cared for, supported and respected by someone who is admired" especially at the initiation stage of mentorship. As discussed previously, one needs to respect a mentor in order to feel confident. Kram also shows that when the mentor (senior manager) gives opportunities and challenges at work, the young ones experience it as a proof of their mentor's caring, interest, and respect. Similar marks appeared in terms of the dual role of the mentor. Even though Vicky respected her mentor because of the responsibility she was given at work, it may be risky as she recognised the mentor being 'a man in the middle' regarding the relationship with the business family. However, the mentor showed interest and trust in a potential successor. Similarly, Rogers (1969, 109) argued that an educator's acceptance or trust in the

learner facilitates learning. He also uses the term 'prizing' the learner's feelings and opinions, which is equal to the mentor styles in this study.

A mentor also challenges a mentee to self-reflection. This means that a mentor did not strictly give advice but, instead, provided points of view for a mentee to pay attention to independently. Billet (1994) distinguished a mentoring approach from a traditional instructional approach by stating that the mentors ask questions instead of giving direct advice in order to encourage learners in the workplace. This indicates that a mentee is required to develop and grow outside of the mentoring discussions, i.e. between these sessions. At the beginning, during discussions a mentor brought up the issues to be considered. The mentee was not able to see beyond his/her current concerns or identify the goals for his/her own development. Therefore, they can be seen as the mentees' unconscious needs. Since they resulted, to some extent, from mentor's styles, they are discussed more precisely in the next chapter.

Instead of giving answers, mentors offered their own experience to be used by the mentee. This also means that a mentee is able to make choices of which he/she is responsible for him/herself. The mentor's task is only to challenge the learner regarding, for example, issues such as decision-making. According to this study, the mentees aim at becoming self-motivated and responsible learners. According to Clutterback (1999), an American style of mentoring seems to emphasise the mentor's responsibility regarding the development of a mentee. In contrast, this study has shown the mentees to be self-motivated and responsible learners, with the mentor having no duty to control or take responsibility for the development the mentees.

Mentors also gave realistic feedback about the mentee's ideas or work performance. This was respected even when thought of in terms of criticism, and it was generally perceived as positive encouragement. In real circumstances at work, the mentees rarely receive honest feedback from others since they are members of the owning family. Mentoring, therefore, refers to an 'unreal' forum in which the mentee is allowed to test her/his alternative ideas without fear of failure. A mentee gets opinions from a mentor who, in the eyes of the mentee, is competent enough to then evaluate these ideas.

The mentor gives room for thinking freely. A trustful relationship enables a mentee to open up about his/her feelings and also to show his/her ignorance. For example, Tracy and Vicky confessed a lack of understanding. They searched for positive encouragement in order to develop their own abilities. They were allowed to fail and make mistakes in testing their own competence in the presence of a mentor. In Tanya's case, a need or concern about her competence was not present, and an expression forum, such as illustrated here, did not appear to be important. Moreover, mentoring discussions are conducted in a positive spirit. A mentee is allowed to open up about their emotions in neutral way, without a fear of getting negative feedback. This is not possible within family relations, and therefore mentoring fulfils the need of a mentee who is willing to experience a positive spirit instead of a negative one within a business family context. According to Lucas (1998, 46), for example,

the ability to cope with one's own feelings is affected by the limits of the social and physical context of their meeting place. Considering the relevance of the physical location of the discussions and the spirit within this forum, one can argue that the environment in which learning takes place has an effect on the outcomes. This position advocates that the learning environment (expression forum), such as being allowed to speak up and opening up oneself, is a relevant determinant of effective mentoring.

In the context of a trustful mentorship, discussions conducted outside of the office environment enabled the mentee to express themselves. Lucas' (2001) findings support this since 'free talking' emerged when the trust between the partners, and a private location for the activities were present. The relevance of the physical location of mentoring discussions should not be mixed up with the influence of the working environment. It, as a family and business interrelation, may cause interference due to its emotional emphasis. In a similar way to the influence of both the business and family, Lucas (2001) also found the school setting to have an emotional effect. Common to all of these effects is they represent the working environment. Interestingly, no mention is made within organisational studies about whether a working context can be experienced as disruptive to the purposes of mentoring.

Mentors encouraged mentees to use their own strengths and to reflect upon their values. Encouragement during the discussions meant that the mentees were given room, and not ordered to do only as they were told. Moreover, the mentee's successes and failures were evaluated in such a way that the mentor was aiming to learn from them also. Bleach (1997) states that meaningful development will occur only when success is examined and failures are re-classified as new problems within mentorship. It should be remembered here that mentoring is not based on solving problems, but rather on dealing with them. All of these factors are different from the business family context since a business parent represents the authoritative approach of problem-orientated discussions and focused on failures. In other words, non-family mentoring differs from parenting in terms of the educator's approach and the form of interaction.

The analysis here revealed the mentees' concern about a lack of information. The female representatives, except Tanya, respected gaining information based on both role modelling (existence) and the mentor's style of activating them (interactive element). Mullen (1994) found information seeking to be one socialisation tactic. The need for knowledge and information about the firm and the mentees' first managerial position in it was highlighted in those interviewees representing the mentees' early periods of preparation. They also had a CEO-mentor whom they were able to follow in daily circumstances. According to Morrison (1993), those who seek information do this by observing and monitoring others' behaviours. This supports a view that knowledge transfer is more likely to be conducted effectively through knowledge being tailored to the mentees' needs.

Mentorship, however, is not a life-long opportunity. In terms of a change in mentorship for the purposes of development, Lucas (2001) proposed that the roles of the partners in the mentorship are redefined through time, shared experience, and both perceptions and interpretations during dynamic and interpersonal process. They will use other sources in their search for feedback and knowledge for business purposes. Especially, the late period representatives had several experts to contact. It can be said that mentorship ends after a particular period of time and, this is based on the mentee's evaluation of effectiveness. Similarly, Kram (1983) found the phases of mentoring in which purposes and roles were changed. However, she, in a later publication, argued that not only one mentorship may go through these phases but rather multiple mentors are used (Kram 1985).

The purpose of mentoring stems from the mentee's needs, which need to be fulfilled. Mentors guide mentees in identifying their current needs during the early periods, and enhance the mentee's self-directedness during the later period. Therefore, it is proposed here that mentoring has relevance in responding to the mentees' unconscious current needs. However, it is important to note that, depending on the period of preparation, these needs may also be consciously expressed. This can be seen through examining the content of the information discussed and the mentee's activity within mentoring interaction. At first, the most attention was paid to the mentee's personal incapability. Until a mentee gained more information and applied it to working practices, a mentee became more active in terms of self-directness. This reflects the mentees' learning and growth during late periods. The mentorship may no longer be effective when there is no need for guidance and support. Then, the end point of mentorship can be identified when a mentee uses other sources of experience and information independently.

Expression forum of mentoring illustrates the spirit of the place in which discussions are conducted. The information is tailored to the mentee's purpose only, and it is -for the most part- connected to business related issues. However, as shown in this chapter, mentees tended to open up about personal issues when they perceived themselves as being allowed to speak, so to say. In this sense, the expression forum responds to a learning environment in which a mentee has possibilities of voicing his/her own opinions. These options concern mainly the complex situations at work, referring to how they could be managed.

To conclude, this chapter has dealt with issues covering mentoring as an educational approach. Two key issues should be pointed out due to their relevance in aiming to disclose the essence of non-family mentoring. Firstly, no mentoring exists without trust between a mentee and mentor. Secondly, in order to facilitate the mentees' learning, there is a requirement for an environment of positive spirit, with the freedom to express oneself. In the chapter to follow, the learners' perspective on the outcomes of non-family mentoring will be discussed.

5 ASPIRING TO PERSONAL MASTERY

This chapter is comprised of the analysis based on the question: “what are the outcomes of mentoring?”, i.e. the previously discussed category. It focuses on the personal dimensions of the NGMs’ experiences. The category of personal mastery illustrated here was developed on the basis of four subcategories, with 16 characteristics all-together. These are summarised in Figure 4 following, again, the logic of axial coding (see Chapter 2.3.2).

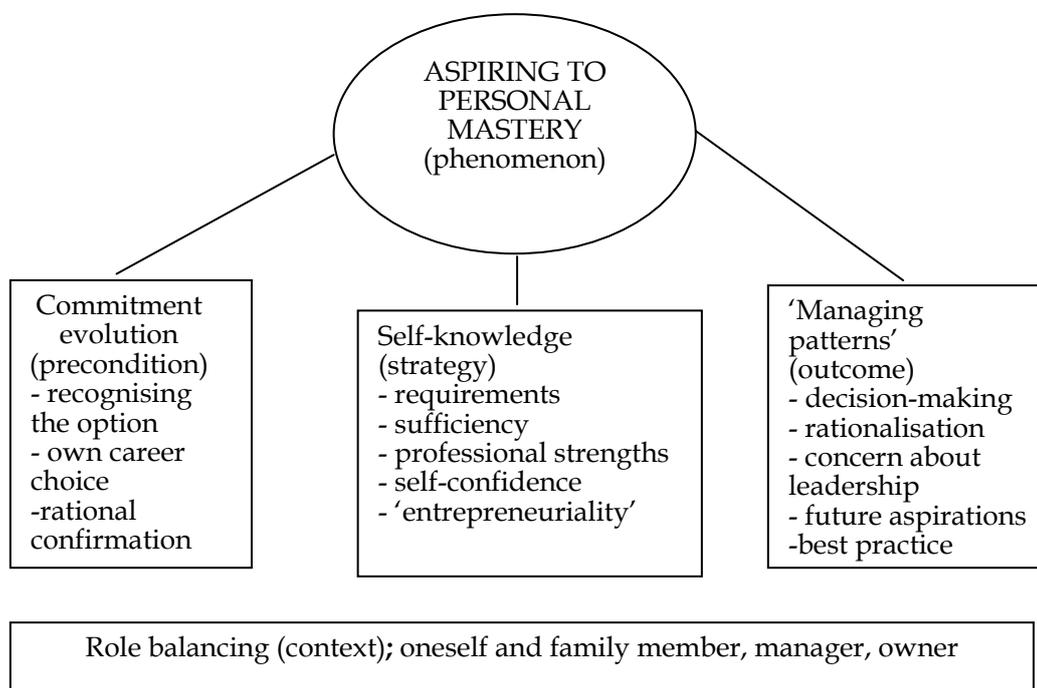


FIGURE 4 The components of the main category of personal mastery

Personal mastery appears in the context of *role balancing*, from which develops a concern that the NGMs constantly face during their preparation periods. *Commitment evolution* is a precondition for achieving personal mastery. It is

illustrated here in three stages, explaining the process of clarifying career decisions. The NGMs are required to strengthen their *self-knowledge* in order to create '*managing patterns*' for future challenges. Also, in this chapter, these components are all introduced through both the interviewees' quotations and the researcher's interpretations. Again, the interviewees' preparation periods will explain some differences within the data.

5.1 Role balancing

This section describes some of the daily concerns that the NGM have had during their careers so far. Personal mastery appears in the context of role balancing, which refers to the needs of the individual. Role balancing means the circumstances in which the self (individual) is in conflict with his/her other roles. In this study, the NGMs represent a basic role simply as themselves as an individual-person, but they also represent a member of business family. Additionally, they represent the roles of an employee and a manager at work. Furthermore, they are owners and most of them are Board members also. One specific difference between the NGMs is that of their different gender roles, which appeared to be especially relevant to the females in this study. All these roles are experienced differently depending on the context. Therefore, role balancing causes a variety of needs to be considered.

"(at work) It's one of the big problems, that you can only tear yourself around for 24 hours. It would be idealistic to be able to work from 8 a.m. until 4 p.m. and get everything done. In a way, they are one's own choices. A lot of people do that. But, you have your own ambitious goals and you're just so deep in all these things that you can't get it out of your system just like that and just say that today I'll quit. It would take at least a year to get all the work done to reach a point where you could move along." (Joe 252)...I'm in this situation in my own life that I'd like to give my family more of my time, especially the kids. (Joe 250b)

Joe tries to clarify his roles as an entrepreneur, potential successor, and a father. In terms of balancing the roles and confirming his willingness toward the business, he first needs to consider his *time priority* between his business and personal life.

"I've been thinking about that too...because this wasn't my main job. I've been trying to find something like a right balance between my different roles and tasks. I've also been experiencing this, like I have my own office over there and work within my own field. And then I'm also the Chairman of the Family Council, suddenly right in the middle of the business world. Then how am I going to get all these things in my life in a balance." (Sarah 3554)...That's what I've been looking for. The one thing has been finding the balance between the different roles and tasks in my life. Also my competence in the owner's role. In a way, some kind of an identity where I would be able to outline these different sides of my life. And then in a way do my job well...to get some kind of support for that." (Sarah 3656)

"At first I was treated like I was some kind of an object. I was just a wallflower. But now, I've started to learn to open my mouth. It's very annoying if they try to walk over me. Of course this field for a woman - this is a very masculine field with men all around..." (Vicky 945)...I'm the first woman apart from my aunt, who is an office manager, maybe on this

other side, that I'm the first woman with a manager title. The first woman in a long time on the Board of Directors. The boys try to put me in a secretary's role in all the meetings "Vicky is making notes while she's a woman". Sometimes I give in, sometimes I don't, but I've said that this will last for a year then someone else gets to take over. This won't go on forever." (Vicky 946)...(role as a woman) I don't know if it's a problem, it surely is a challenge. It's not necessarily a problem." (Vicky 947)

"But then again he can't bring anything to the field in which I'm working, as it's not the field he's (business parent) strong in. On the other hand, it's been good, therefore you haven't had to fight for what you do." (Tanya 830)

Sarah is not working daily in the family firm, but she frequently conducts business operations as a Chairman of the Family Council. She needs to control her life in terms of time priorities as well. Additionally, the new roles of being a responsible owner and simultaneously being a woman in business, specify her current circumstances of balancing the roles. Vicky also has to confront the role of a woman as it is emphasised at work. Due to the business being run in a so-called 'masculine' field, a need arises to convince others of her competence. This is a similar situation to that which Sarah finds herself in; she also reflects upon this need for a new professional identity. Being a woman is not a problem in itself, but it brings about internal conflict for the mentees and it needs to be managed. Tanya also aims at managing the conflicts that stem from being in the company as simultaneously both a daughter and a CEO, with her business parent at work. This reflects a need to differentiate the roles of the parent at home and at work, similarly to that which has been discussed previously. For example, Tracy tries to balance her role as a family member and manager, and simultaneously she needs to differentiate her mother's role as a business parent at work (see Chapter 3.4.1).

"You have to be very critical considering, that I am actually in the owner's role. When I go to the production department, everyone at the line knows that that's one of the owners. You have to also be able to critically evaluate, how much of this is actually feedback, that they don't dare to be straight with you, because you're one of the owners. Then you have to be very critical yourself." (Michael 373)

"As a member of the Board, I certainly have mentoring discussions with Paul...we just discuss things, like which is more important at the time, for example: to work in operative tasks or as the owner and a member of the Board. In a way, through that...to clarify what my own perspective on the firm is and what's been produced...that what's worth working for...." (David 187a)

"...at least you can partly explain it to yourself, that when you're kind of the owner and familiar with the firm, then it's also a quite difficult role to a certain degree. Because in a way you should be running the firm, like in the minds of the personnel, then again you can't keep pushing the people who work there too much. In a way finding the balance...And it's also very hard, when you don't keep pushing they look at you like he's giving in on everything and then again when you keep pushing, they think that you're always just this pusher. In fact, dealing with that question is probably the hardest thing to do. Of course, there are several different schools of thought about how people want to see things. Different people think, certainly on the level of a clerical worker, they think completely differently. It's understandable that if you don't keep pushing everyone, which they want to see at some level, just keep on pushing everyone, damned. And fast. Then that's probably, let's say one thing that you could handle better. In that point of view I could maybe be a bit more active." (David 145)

The role of an owner is focused on during the late preparation period. This means that the daily work roles as being simultaneously a manager and the owner, have an influence in terms of responsibilities and, furthermore, decisions. One needs to recognise an order of priority, which also involves considering the profitable aims of the business. This might be a process that opposes one's own personal values at that time. The central question that needs to be answered in this process is, whether one is able to be flexible enough in the eyes of, for example, one's subordinates.

In this study, the need to balance one's roles is constantly present as a context in which personal mastery is achieved. Business roles involve using power and as indicated, there are pressures attached dealing with occupying the roles of both a manager and an owner. The NGM confront increasingly challenging circumstances the more different roles they occupy within the business setting. It is also important to note that they do not only have different roles at work, but also in their civil life; roles such as being a father or mother, interrupt the process of achieving personal mastery.

The analysis revealed that 'role balancing' is one of the main concerns of the NGM in this study. This reflects the fact that the environments of the business family and the organisation are not kept apart from one another, and an individual aims to face role conflicts in this matter. After an increase in responsibility in one's position at work, the more in-depth personal role conflicts will occur. Role balancing is here emphasised as meaning that a person is dealing with fulfilling a role in accordance to meeting the expectations of others. The roles need to be managed step by step. Partly due to this, issues that stem from role conflicts are those particularly discussed with a non-family mentor. This, indeed, justifies the more in-depth searching of oneself and other components of personal mastery. Moreover, the need for role balancing causes an internal conflict for the mentees, between their emotions and rational thoughts, something which will be discussed further in this chapter.

5.2 Commitment evolution

To some degree, commitment is required before one can achieve personal mastery. This is indicated in the data associated with the NGM's process of deciding whether to take over the family business. Therefore, commitment also has an impact on concerns about succession. In order to become fully committed to a family firm, the NGM proceeds through three stages. At the very beginning, the NGM starts *recognising the option* to be a potential successor in the future. Next, the NGM reflects upon their own life and becomes *conscious about their career choice*. Until he/she reached the third step, he/she is more self-directed, independent, and open to adapting to environmental demands. Then, the NGM makes a *rational confirmation* of his/her career choice to continue within the business. This evolution process also reveals that the NGMs have an

increase in responsibilities, in terms of which the preparation periods should be considered.

Table 7 shows the stages of commitment of the interviewees in this study. It also illustrates the periods when a mentorship has been present during one of the representatives' commitment stages.

TABLE 7 The commitment stages of interviewees

Interviewees	Stage of commitment / mentoring	Stage of commitment today
Joe	1, 2	2
Tracy	1, 2, 3	3
Sarah	2	3
Vicky	2, 3	3
David	1, 2, 3	3
Michael	2	3
Tanya	3	3

Exceptionally, Joe is not yet fully committed to taking over the family firm's responsibilities since he still works elsewhere. This can be seen to indicate that full commitment requires working responsibilities within the family business. All of the NGMs, except Tanya, have had mentorship during their second stage of evaluating their own career. It should be noted that commitment stages here are not equal to the preparation periods of the interviewees, and commitment does not mean same as entry strategy.

5.2.1 The first stage: recognising the option

The first signs of commitment are found when the NGMs recognise the option of being a potential successor in the firm. This happens with impetus from outside and mainly before succession takes place. The first stage of commitment is a process of an unconscious thought becoming a conscious one. This provides various emotions that have to be managed.

"Thinking about these men in some bar, you run into them outside working hours, in a Christmas party and so, I get very annoyed when they wave and ask 'how's our future CEO?'. It's not necessarily something I think about...well definitely at least not when planning my near future!" (Vicky 934)

"...I don't know if it's a realistic picture or is it like "time brightens up memories"...On the other hand it feels like...in a certain way an extremely logical thought all the time. Of course that's the way it went right from the beginning, when I was working in the factory probably everyone went like "you certainly are going to be a great boss for this place", yes, well, of course so. I didn't think about it too much...I didn't really make an opinion in any direction. I didn't even really deny that either." (David 195a)

Vicky and David have both had a linear career in a particular firm, without outside working experience. Both of them have experience of being teased by the employees that come from outside the family. Because Vicky is uncertain about her future plans she feels annoyed. This provides a need for dealing with emotions. In his own retrospective view, David gives a more neutral opinion

about these assumptions today. Later, as has been shown in the previous analysis, he states that his mentor has had an effect on his career, regarding his choice of education.

"At one time it happened on one event when I experienced this aha-feeling very strongly. I hadn't been working for this firm yet by that time...Layla (the business mother) gave a speech there. I've heard her speaking many times before, but somehow maybe I hadn't been that concretely in the audience or maybe I just hadn't listened that carefully. This time I really listened, and thought like help, we've got this family business, which is really incredible. That was when my interest really grew strong." (Tracy 40/1/2)... "I must've realised how great a thing this Company Z is and how different it actually is. And how much Layla has really done for the firm together with Tina (CEO mentor). And also, how much it means to her. I don't have any business knowledge from other companies. I haven't worked within the business field for any other company. And I've always been here. You can imagine that I've kind of grown blind from this, thinking it's the same everywhere. It's very good for me to go out and see these grey offices every once in a while and see the discipline they have somehow and how conservative...somehow I've taken everything here for granted. Maybe I also noticed that Company Z is very special and a company ahead of its time. And the powerful women we have in this firm, just realising that." (Tracy 47/4/1)

"Well, I got this feeling, that I should decide...I don't know enough about the firm, haven't been involved for decades. I've left home when I'd had my matriculation exam. And after that I haven't really been anywhere in anyway. My brothers go to the stockholders' meetings. I felt like I should know. And I have kind of become alienated and should decide if it would at all feel comfortable for me to be a partner? Either way, I want to learn more. Be involved on my part. Or quit being involved. Why be in the firm, if I don't get to learn anything." (Sarah 3334)... "Then I felt like I'm already a "senior", why does it always have to be my brothers from my family? Probably in this kind of a feminist way of thinking you would say that yes, it's not right that it's always just my brothers, because of the tradition. I could also do it already." (Sarah 3335)... "Just the thing, that our Family Council has been formed to have one representative from every family branch. From our family branch, there's always been someone else; I've got two older brothers. And then, I got this feeling that wouldn't it be my turn also. It never was. And it was me who brought up the discussion within my family..." (Sarah 3333)

In a different way to David, both Tracy and Sarah have had a working career outside the family business before they recognised the option for family business responsibilities. In Tracy's case, positive emotions like pride and delight came out. Sarah defended her right to become an active owner in the firm. This sign of her willingness proves her respect toward the family firm, and shows her to be proud of it also. Both of them recognise the option being a successor due to an outside impetus.

Recognising the option is about how an unconscious or too obvious an issue becomes conscious. This is due to an impetus from outside of the daily context. If a person is not already working in the business at that time, some outside event may push them to see the circumstances from a different perspective. This results in self-reflection, which opens up the person's eyes to see the option of becoming a successor. Here positive emotions such as pride or delight appeared. When one is already involved in the family business operations, emotions may be in a state of conflict. A person may not identify succession until one is affected by an impetus from outside, such as stakeholders. This reflects the existence of an unconscious self, which after recognising the option to succeed in the company, becomes a conscious one. In

order for this to happen, it is required that emotions be dealt with before the NGM achieves the next stage of commitment.

5.2.2 The second stage: conscious career choice

The second stage of commitment in the conscious career choice reveals that the NGMs are processing their feelings through self-reflection. It is a process of values being evaluated.

"The others use it (mentoring) quite a lot as a kind of tool for encouraging their own lives and careers, but I don't have such needs. For me it's a process for developing the business. Because I've had those kinds of contemplations ages ago, like am I in the right job and is this fun or isn't it fun..."(Tanya 802a)

"Of course there were times, when I thought about and questioned whether I want to have anything to do with this job or anything else. This is more like how it happened. But let's say...these thoughts haven't been very serious, at least not yet, ha." (David 195b)

"I returned to my job (previous career) and studied business the whole time. I didn't rush into my decision...I worked normally and I studied simultaneously...That lasted for a year. It was good kind of getting a taste of it all. It wasn't very challenging, but getting a taste of what business is about...My first baby was born by the time I got this awakening." (Tracy 42/1/1)

Tanya explains that she had already gone through self-reflection, regarding a career choice, before she undertook a mentorship. David remembers the time of his career choice. He does not find, as a retrospective view, any serious struggling in this matter. Tracy's second stage of commitment, instead, reveals her uncertainty to fully enter into the business. At that time, she clarified her interest, through business studies, moving towards a business career, yet without taking the risk of letting go of her previous career. At the same time, she also was raising her own family.

"It feels like everyone's always worked very hard. My granddad and grandmother have worked very hard. Dad has really worked like a dog, always just work and work. On the other hand, there's also this kind of a conflict, when you know that you're expected to work really hard. It's more like the entrepreneur is practically dying for his firm and it's like a child for him and one of the main things in his life. But I still have the kind of an attitude to life, that there are other things to life, that the firm is not the most important thing in this world." (Vicky 956)

"(family related business decision) It was my evaluation, I had thought that it is my responsibility to do this job honestly, do the job I thought I was supposed to do, whether it was hard or not. And getting into that process was not the easiest thing in the world. And telling the others...get the others to do the evaluation, the consideration and thinking, which I had done myself. And hoping that they would come to the same conclusion." (Sarah 2826)

Vicky recognises her values being in conflict to those of the previous generations. This is an aspect of business that both Vicky and Sarah are concerned about. It creates an inner conflict in terms of expectations. Again, here, it is evident that the NGM needs to see themselves in relation to others when they evaluate their own commitment.

“(unfinished studies) Well this has been one of the things that we’ve been going through. Jonathan (the mentor) was very unconditional about it, it has to be taken care of, but it’s not that easy. When will I suddenly have 3 months time to take care of it...I know I have to get it done. On the other hand, I wish deep inside of me, that the old ones –already completed courses do matter...and that would be it. But it could also be something that will close the door to the family firm, because we have these old values, you need to have a final degree and this and that...On the other hand it doesn’t make any sense, because the degree doesn’t actually make you any better or worse. Learning from real life is a lot harder.” (Joe 232)

Joe struggles with his own willingness to make the entry decision. A year ago, he concentrated on finding his motives through self-reflection. His mentor required this. He still prefers the idea of gaining work experience, instead of completing a formal business degree. Today he has made a decision to enter into the firm and he has started to delegate his current responsibilities to others (researcher’s summary). However, the decision does not yet guarantee his commitment. Instead, it frames the preparation planning.

The second stage regarding commitment appears when one makes a move towards one’s own career choice. This deals with the conscious self that motivates a person toward undertaking self-reflection. The NGMs consciously test their own willingness through exploring their interest in the business field and by reflecting upon their own value. It is self-reflection, which develops one’s self-understanding. For example, Tracy needs to give up something in order to make progress in a family business career. Sarah identifies difficulties in decision-making. However, self-reflection, in terms of questioning one’s own values, is required before reaching the final stage of commitment.

5.2.3 The third stage: rational confirmation

The third stage of commitment is rational confirmation, which reflects on the matter of the decision to be completed. The NGM needs to consider their own willingness in making a life-changing decision, and this makes it serious issue to be considered.

“Well, the shares must’ve been given already, surely passed on to the children in the 80’s. That didn’t of course mean that anyone of us would commit ourselves to this. I’ve been working here after my studies (15 years ago). Then I was elsewhere, away from here. Then I came back (10 years ago)...working with exports. I’ve been saying all the time that I won’t continue and I won’t continue. And I don’t want to become the CEO. As a matter fact the thing that these two businesses were incorporated...Actually that was the decision, I said okay. Because here I am all the time with these products. And if it had gone on as this one company, I would never have taken this job, because I don’t have any command of that other business. Then there would be another solution here. But now, because these were incorporated, then I, I’ve done this for such a long time that I know this side, I can handle this entity. Maybe this was the final straw that made me agree. But I’ve never really actually wanted to get here. Well I’ve never been forced into it, I’m not saying that. And of course when you go with it, you take it seriously. You don’t do it against your will. And this is quite okay.” (Tanya 817)

“(entry decision) Certainly, there have also been these quite serious thoughts, I’ve been studying and got excited about something, read about the field or something else...At first of course there are these thoughts like “the young generation, you don’t understand what it’s all about”. You could think yes or why not...Today it comes from the fact that the game will be re-opened on that part. For example, you get married and want this and that before that...of

course my wife was aware about the fact that I was going to continue with the firm when we got married. But in a way, that we would become like entrepreneurs, well that's kind of a new decision...We clearly went through this issue once more then, before we started talking about the succession in public and on other occasions...We went through the picture to ourselves before starting to donate the shares and other things and doing the necessary practical things for succession. Of course we went through everything within the family, to make sure that everyone agrees on this...both with my wife and my parents. Naturally we had more of these discussions then." (David 196)

Tanya has already once made an exit from the firm even if she has been one co-owner. Due to a split in the firm, she came back to being in charge of the business that she was familiar with. Her re-entry decision seems to have been thought through and rationalised until she confirmed it. David evaluates his entry during succession. Full commitment appears when the NGM accepts his/her role as both owner and leader, especially when this is launched to public. This, as the most concrete sign of succession, requires re-reflecting upon one's own values in the light of business and family life, aiming towards the future.

"Let's say that I've been very tied up with this business and there's been these own roles and there's really been things to do...I've had offers also from outside...let's say there's been a certain threshold in a way for leaving...but above everything else I clearly measure myself, what can I offer Company A's (family firm) organisation." (Michael 372)

Michael is fully committed to the firm. He will not even accept a job from outside the family business, which shows him having self-reflection on this matter. He realises how much he still has to give in terms of personal himself as a resource to the family business and vice versa. He is satisfied with his decision. Sarah's role in the family business today is as a member of the Board since she decided to join the family business as an active owner. Today, she is a Board member, with experience from a previous role as the Chair of a Family Council.

Today, the late period representatives are positioned at the top of the firms. During this particular stage of commitment, they have increasingly chosen to take responsibilities. Since they have new positions in the firm, they also have new roles that they are required to manage. Making a rational confirmation of the NGM's career choice was possible through the processes of in-depth thinking and self-reflection that were provoked by the mentor. In addition, these emotional issues needed to be managed before the NGM was able to gain personal mastery and survive in this situation. The following discussion reveals more about the needs and their fulfilment of the NGMs.

5.3 Self-knowledge

In this section, the concept of self-knowledge is introduced. The NGMs' personality and capability in business are emphasised in this regard. These qualities appeared to be covered under the following characteristics: *requirements, sufficiency, personal strengths, self-confidence, and 'entrepreneuriality'*. The representatives' experience of these differed with regards to the early and late periods of preparation. Only through an increase in self-knowledge, one has potential to achieve personal mastery.

5.3.1 Requirements

Most often, the needs are dealt with by the non-family mentor, who aims at identifying the personal requirements for a business career, as well as external expectations.

"In a way we're looking at what we have now in Busown (his own firm), and there's actually quite a lot of business activities. Especially now when we have this new trend product, that's industrial operations. We didn't have that before. In principle, this is very international. Your language skills improve here." (Joe 215)..."(the lack of appreciation for the present work) It's still all this, which naturally bothers me, makes you wonder every once in a while, in a way we have realised the fact that before starting as the Manager for Company X, you need to do something else, while you can't just jump straight into that. It means that probably, theoretically, after next year, I should have all the work at a stage where it would be possible me to transfer to another job out of here. And most likely that would be Company X already then. And then into an international unit, but one that you take care of from Finland. I'm sure that my family wouldn't be too excited if we left now." (Joe 216b)

"There's still a lot that I don't know anything about. Then of course this, that you can give business figures just like that. It's when you're not familiar, for example when you haven't been following one from our service branch...now there's Mary as the Service Manager and she's been in the house for 21 years. She's capable of throwing you figures from her sleeve just like that. "I'd guess that it's this and that and the Service Branch was used in -87 up to so and so many percentages." That is what she's capable of, but it's because of the experience she's got...Pretty cool." (Tracy 57/2/2)

Joe plans to enter the family business some day. To achieve this goal, he identifies the need to gain working experience from a particular firm and he evaluates the requirements reflecting the sufficiency of the entrepreneurial experience he has already gained. This also requires him to leave his current job, which is currently ongoing since he delegates his own work to others. Additionally, he is concerned about his own family role with regards to the requirements of his future career. Both of these elements reflect not only upon role conflicts. More importantly, they reveal his uncertainty about becoming a successor. Joe's discussions with a non-family mentor are focuses on the issues mentioned above.

Tracy also understands her lack of work experience in the particular firm. Therefore, she admires people who are able to see the whole picture as well as internalised business statistics, even from the distant history of a firm. This, as

her identified requirement, refers to a need to gain more certainty in terms of her business capability.

"I should be an engineer, and...(listing several different professional titles for the middle studies level). Then I should be a psychiatrist. A little of everything...ha..."(Vicky 929)... "But I've taken it bit by bit, you can't swallow everything at once. In addition to all that, it goes probably mostly into accounting. It's been kind of forgotten... that's what is needed to know. And as a whole, this is more general knowledge, when it comes to the particular business field and industry. On the other hand, it's quite boring material (reports), thinking that I'd be learning by reading through a lot of all this reports and stuff. It's something that makes you fall asleep...but you can't really do it any other way. Of course you could go and listen to some seminars." (Vicky 931)

Vicky identifies the requirement of professional competence regarding different skills and personal abilities, which she currently finds herself to be lacking in. She prefers learning at work in a particular firm, instead of participating in formal education or only reading books. However, she knows that learning takes time and proceeds in that way.

"And I was a part of making that change, to abolish the whole Family Council and change and modernise the leadership model and work in the firm also in other ways. I'd set this goal for myself, an agenda for it...On a personal level I am in this at exactly that stage that...I was running this process of changes...compared to the fact that we'd had this Family Council for many years."(Sarah 2824)

Sarah evaluates her situation from a retrospective point of view. Now, she has a clear picture of what to achieve regarding her responsibilities. From the point of view of a requirement, she identifies a need to stand up for her choice to change the management structure. In other words, she needs to believe in herself. However, this will still mean dealing with emotions, as will be shown in her later quotations.

The requirements are related to personal capability issues, such as skills, ability, and self-confidence. As expectations, they are enormous and a bit unrealistic during the early period. They call for more work experience in order to become a competent manager. On the other hand, subjectively viewed requirements may provide unnecessary pressures in the process of preparation. Non-family mentoring provides a specific function at this point, as will be shown next.

5.3.2 Sufficiency

The term 'sufficiency' describes the feeling a NGM has about their performance in carrying out the tasks in the organisation and the business field in general. The NGMs illustrate sufficiency through identifying and realising that one cannot expect too much from oneself, in the sense of being a perfect person and in command everywhere. As an issue, it is related to weaknesses that the NGM recognises in him/herself. This refers to an understanding of what the NGMs has gained during the periods of preparation and mentoring. In order to achieve personal mastery, the person is required to accept his or her own insufficiency at work.

"For example if you have a Board in the firm and now when I'm a member of the Board there's the same question, do I have to be able to have a command of everything? Well I don't. There are these different people who's got different strengths and in a way different roles and skills. But then again how good a thing is it that different people can in an honest way characterise oneself; like I'm good at this and on that other thing I'm not and that's not my thing. I'm listening to them. And without criticising I believe them, but anyway there are people who are better at that. I don't know if this questioning is a special feminine thing, thinking about being good enough, but for me it clearly is." (Sarah 3662)

"(important in leadership)...to get people to get excited and to like it at their own working places. I feel that's very important. To understand things. I've learned here that I can't handle everything. The main thing is to understand things and know roughly how they go, but I can't learn all the ins and outs. And to understand that there are these good people, who can do this and that and you can always ask for their help and support." (Tracy 56/4/1)

Sarah utilises her self-analysing orientation and identifies her concern about insufficiency. Tracy still searches for her leadership competence at the same time as understanding that she has to cooperate with other competent people in the firm. Sufficiency refers to a need for changing attitudes towards both self and environment. It requires a long-term process of accepting one's own insufficiency at the same time as valuing the resources of the other employees as complimentary to those of oneself.

"...then the other weakness is that I imagine I'm capable of doing more than I am." (Joe 249c)

"...At first it felt like no, this person is irreplaceable. But with time you've got to learn that no one's irreplaceable. There's always someone...and of course there's always this certain uncertainty in the beginning." (Michael 331c)

Today, Joe identifies his concern about being sufficient to command everything around. He describes it as a kind of a requirement to be omnipotent. Michael, whose perceptions come from the late period of preparation, has learnt to accept his insufficiency. Now, he understands that neither he nor the other employees are irreplaceable.

"Do I solve conflicts among the personnel?: In a way it's a question of courage, simply. Of course, the fact that you've got the experience and opinions on some things, that will help you, and then you don't need the courage. You need the courage when you don't have a clue what everything's about. That's like philosophic thinking. If not careful, then, of course, the courage is harder to get. Some have more of it, some less. Of course, there are also different kinds of courage, like this crazy courage and stupidity. What's the right thing to do in different situations? That's a whole different story." (David 148b)

David gives the example of a lack of courage regarding his concern about insufficiency. He sees his weakness being applied to real circumstances, which he should face as a responsible manager. On the other hand, sufficiency refers to personal weaknesses being part of one's profile. Weaknesses may turn into strengths when one understands the boundaries of one's own personal resources. This demonstrates an ability to accept one's own insufficiency.

Feelings of sufficiency are placed at risk under the conditions of personal uncertainty. Here, the early period representatives mainly feel insufficient when facing their own lack of business knowledge and skills. During the late

period of preparation, the representatives are conscious of lacking courage in terms of business decision-making. Both of these aspects reflect the NGMs' uncertainty in a working context. When NGMs accept their insufficiency and consider others' resources as replacing their own incapability, it increases their self-knowledge. However, the individuals need to believe in themselves. This will be discussed next when focusing on core competences.

5.3.3 Professional strengths

Weaknesses, as described previously, are most often perceived negatively. As they naturally exist in us, one needs to identify one's own professional strengths. This refers to the qualifications that are valuable at work. Since they are actively utilised, this provides a positive feeling of being capable of accomplishing tasks towards the individual's current purposes. This indicates the appearance of personal mastery in one part.

"That (strength) is definitely sales. And, certainly, leadership on a personal level, as the second. Financial administration is a clear weakness. This careful policy with money, that's not one of my strengths..." (Joe 249ab)

"It was very interesting. The human head. And I don't feel like it (previous career) would do any harm to what I do now. Right the opposite, having knowledge about the human being and knowing how humans work. I think it's very important nowadays. Not just this harsh and hard leadership." (Tracy 42/2/2)

"And there I felt this kind of a professional addition that I could make some distance from my own feelings. (Example of one situation) This feels nasty like hell, but I can't act as a reaction to how I feel, but in accordance to the goal. I also think that the mentoring is a unique way of handling this, because you can handle it confidentially, your own personal situation." (Sarah 2718) "I had just that much of an educational background as I'd studied some basic things about accounting and other things. And then (mentor) he/she says that he finds it most important to be able to analyse things right..." (Sarah 3657b)

"Let's say that having had the chance of working in different positions has brought a kind of broad, holistic view. You're able to see what's affected something, the relation between reason and consequence and learn to predict things...You can predict the speed of a change already differently." (Michael 364)... "You can reflect on these different cultures. You've had a chance to experience both the culture in the East and the West...it's one strength, while I've worked most of my working history in Company A in that subsidiary. I've had to follow the operations in Finland from a distance. That makes me see the strengths and weaknesses in Finland differently from, for example, those people who are in a superior's position here and have done this work on daily basis." (Michael 365)

"(own weakness)...surely it depends on in which sense, but well, if we think like from the business perspective, the biggest weaknesses are in connection with...of course when you've kind of grown up with the firm, then you also kind of understand the firm too much...And you like think a bit too much the way the firm or organisation thinks, and you're not interfering in issues. It's like one thing that surely you should be more active." (David 144)

"(own strengths) Of course, they strongly have to do with this...knowledge of the business on the whole. It's actually, in a way, quite a difficult branch (or field). We operate all the same, starting from raw-materials...we need to be able to exploit, refine and then develop the final products and make the concepts and marketing. In a way, the chain has to work all the way from the raw material to the customer's consumption of the product. That makes it a demanding field compared to many others...To understand the whole process." (David 198)

“Well that’s at least an important thing not to underestimate anyone’s work. I’ve done all sides...You can appreciate the work, when you know just how hard the work is. Somehow, I’ve also got to the point that the employees here have seen that I’m not afraid to grab a tool and I don’t mind getting my hands dirty. I’m able to work similarly to them also...” (Vicky 943)

Table 9 briefly summarises the core strengths that the interviewees stated above. These are not the only strengths they have or utilise, but have priority-importance in their current working responsibilities. They reveal the importance of decision-making, which appears to be one piece in the ‘puzzle’ of aspiring to personal mastery.

TABLE 8 The prioritised strengths of the interviewees

<i>Interviewee</i>	<i>core strength in use</i>	<i>identified source of the strength</i>
Tracy	reading facial expressions	from the career external to FB
Sarah	copying with emotions	non-family mentoring
Michael	holistic understanding of business and analytical thinking	various FB working experience
David	holistic understanding of business and analytical thinking	long-term FB working experience & formal education
Vicky	work appreciation value	linear entry strategy into FB
Joe	leadership skills	external working experience
Tanya	international activities	external working experience

Working experience seems to be particularly meaningful regarding the professional strengths of all the NGMs. Joe, Tracy, and Sarah refer to the strengths from their previous career since they do not have any working experience in the specific business. However, the latter ones identify their thinking patterns as useful resources to be applied to business operations. The identification of the strengths is processed with the help of mentoring. Michael and David have a holistic understanding of business, something that Tracy and Vicky would also find it useful to have. They approach these requirements through mentorship, as shown in the previous chapter.

The professional strengths that are used are not always strictly business related. There are also strengths in terms of thinking patterns in general. Analysis reveals that representatives of late periods already have a holistic picture of the firm in combination with possessing analytical skills. These are similar skills to those that the early period representatives, at least the women, aspire for, with the help of mentoring.

5.3.4 Self-confidence

In this part, self-confidence is understood as a requirement in order to taking over responsibility for the firm. Self-confidence means believing in yourself and your own capability in the given circumstances. Both strengths and weaknesses are related to self-confidence in such a way that the person feels confident about his/her own ability and is developed through successful experiences in which professional strengths – currently being used – can be identified.

“(outside working experience) you have to show yourself that you can kind of manage on your own. And also that you are able to see other things. Because back then in 85-88 there wasn't anyone with an academic degree in this house and it was quite 'cliquey' anyway. Well, it felt like there has to something else to it in this world. It wasn't quite enough.” (Tanya 827)

“(the meaning of mentoring) I think it...it either gives you faith or it makes you doubt your own decisions. It also strengthens the road you've chosen to take. On the other hand, it can also question the road you've chosen...It gives you good and wise advice, for sure.” (Joe 228)

“At first I had this inferiority complex, like how am I going to make it (running business) with this (non-business field) education, but I've done very well...Our teacher for the course is a very charismatic person. He was the only one that said that my education is very useful. It was very important that someone said it out aloud and at that time in the beginning when I was thinking about this.” (Tracy 52/1/1)

Tanya has developed her self-confidence through external working experience. She is confident enough to take charge of the firm after becoming competent elsewhere (ref. other quotations). Joe is still searching for his willingness to enter into the business. He tests his own capability in real business circumstances with a non-family mentor. He finds it important due to a need to maintain his self-confidence. Similarly, Tracy evaluates her previous career; although, with a consultant instead of the mentor. She feels empowered by him in terms of her self-confidence. Today, she also finds mentoring to be a relevant forum for reflecting upon any weak self-confidence still present. This is shown in the quotation below:

“(performing in public) I'm trying to get there, but I haven't...I'm still unsure. And I don't really enjoy performing. I hope that someday I could enjoy it. I feel nervous about it. Honestly. When I get self-confident about myself as a speaker and have the certain experience of this world, then I think it will get easier. I'm still fresh.” (Tracy 55/2/3)

Tracy knows that she is required to develop her current uncertainty issues, about her communication skills, for example, because of her future challenges. Self-confidence will only be gained through practising one's skills. Her non-family mentor encourages her to believe in herself, which, in one way, strengthens her self-confidence.

“(fear about taking over the CEO-position) It must be that when you think...that the first generation builds up, the second develops and the third destroys. The firm, it's grown such a lot, it's not small anymore, no old times' smithy (workshop) anymore. It would be horrible if something would happen which would be my fault and I couldn't handle this job. If my skills weren't good enough. That would be a rather horrid thing, if everything would suddenly just

vanish into thin air just because I wasn't capable of handling things. This must be the fear of a beginner; the self-confidence will probably grow at some point." (Vicky 936)

Family business as both a tradition, and something that is aimed at being continued, puts pressure on Vicky. She fears failure while she has command of the firm (speculation). She knows that self-confidence is required, and that it takes time to gain more experience and competence. A similar notion is found during Sarah's preparation process:

"I feel like...somehow my self-knowledge in relation to the task or maybe the self-knowledge in general. Understanding you yourself, and through that getting a certain kind of self-confidence, and a kind of a clear view in understanding better the way I am and what my goal is in that job, and how to analyse that and how to try achieving the goal. And also clearly that, that you need to be capable of taking some distance, get a look at it from a distance." (Sarah 3873)

Sarah emphasises the meaning of knowing oneself before one is self-confident about any planned future tasks. She manages uncertainties by using self-reflection in collaboration with mentoring discussions, in which the fundamental questions have been present. Some signs of emotions being involved emerge here since she points out a need for 'taking some distance'.

The identified business requirements, in addition to the feeling of being incapable of fulfilling them, weaken NGM's self-confidence. Personal mastery is only present when the person has self-confidence. Support from non-family mentoring is crucial in this matter.

5.3.5 'Entrepreneuriality'

The term 'entrepreneuriality' has been chosen to be used here due to some of the characteristics of entrepreneurial behaviour and personality.¹⁵ The NGMs perceive them as either strengths or weaknesses. 'Entrepreneuriality' means a profile of certain qualifications that is needed when running a business. There is a relation to a predecessor's profile of being an entrepreneur, i.e. a role model in NGM's life.

"I feel like I'm not as innovative a person as my dad, who's the kind of innovator and drawer. He describes everything by drawing. What I've become is just this social person. It would be nice to learn some innovation. I don't know if you can learn that. If I'm creative, then I'm that in some other sense than in a business sense. It would be in music and sports, and that you don't necessarily need in this business life." (Vicky 955)

Vicky focuses on the lack of innovativeness and creativeness as her personal qualifications. Even if she knows her own strength in innovativeness, she does not yet recognise the possibility of applying it to business operations. Vicky has

¹⁵ The researcher admits the bias in this property, in terms of background knowledge about entrepreneurship (major subject in master's degree) affecting this part of the analysis about identifying the attributes as entrepreneurial characteristics without reflecting on the literature.

not yet accomplished the complete level of self-knowledge due to the factors she illustrates above.

“(one’s development) It’s naturally quite hard to evaluate by yourself. I think an outsider can tell you better. It’s hard to tell. But let’s say, that, as a result of that, what I’ve tried to get at, I still haven’t reached, but we’re getting there, it’s this tearing yourself so widely. Means that in principle I’ve sort of done 5 peoples’ work at the same time for the last 9 years...And because of that, even if some things go well, the consequences have been, that you could’ve done things better, if you’d had even half a day. And that’s what we’re trying to get at now, that these different branches will have kind of their own manager.” (Joe 247)

“My dad tended to give us responsibilities at a very young age. If I reflect on myself, for example, how I give my own children responsibilities, I have a much higher threshold. That’s of course also because Company A is already bigger. Also, there isn’t even a chance for that. Of course, I could by now require from my folks (family members) that they’d educate themselves and seek the acknowledgement. The operations are so much larger by now that you can’t really give as many responsibilities as before.” (Michael 307)...“I’d say that I’m very thorough. That thoroughness might become a weak feature, as I tend to sometimes give a bit too clear instructions...It’s kind of a weakness...The way I see it is that you could let the other person try their own wings at an earlier stage.” (Michael 324)

Joe knows what it means to be characterised as a work orientated person and now he tries to manage the issue. This seems common with regards to the issue of company-specific knowledge. With encouragement from a non-family mentor, he has started to delegate work tasks to other people in the firm. This reflects both his intentions toward family business entry and his advancing in terms of the growth tasks. Michael, instead, was already accustomed to taking responsibility during his early preparation. Now, he has gained courage. He admits that he is incapable of giving responsibility to others, which can also be understood as an incapability to delegate. This is especially typical to founder entrepreneurs. He identifies this being one of his growth tasks.

“For example, speeches and some letters and something else that I need to work on, I know my Finnish language is really poor. Once a month I write to our magazine. In whatever written work I tend to have the words in a funny order. That’s also something I could do, attend some kind of a course in my mother tongue...and sometimes I ask George (husband) if he could read this article, asking is it ok, is the grammar ok, and he’s very good at correcting. Or then I practice my presentations with him.” (Tracy 58/2/2)

“In the summer I took a two days’ training in performing a speech at the summer university. Now I also got a brochure from Tina (mentor) in the autumn...somewhere here they’re going to arrange some kind of training in performing at the beginning of next year. I haven’t contacted anyone yet. I don’t think I’m going to attend now, but I’m keeping it in mind anyway.” (Tracy 56/1/1)...“For example, I looked at one training course just last week. I’ve decided now last spring, that I’m going to take a short break and won’t study for now. Last week I got this little itch, that there’s a year’s education, this kind of a professional education within the field, a basic education for this. It would teach you to do the productive work in details in our field...I’m very interested in that. I am interested, really. But then, again I think that ok, where are we going here again, wake up. I can’t really do everything. I have these professionals who can handle the job perfectly. It would be good, I could handle it, but I can’t do everything.” (Tracy 57/1/1)

Here, Tracy reflects upon a typical entrepreneurial issue in general, about her aiming to become involved in all operations –which can be seen as similar to Joe’s incapability to delegate. Tracy identifies, with support from the mentor, that her communication skills are insufficient and in need of development to

meet future challenges. However, she also perceives a lack of company-specific knowledge about technical operations at work. While her mentor encourages her to attend a programme to develop her communication skills, due to a need to be competent manager, she would prefer to attend an alternative course. As the result of self-reflection, she decides not to attend either the course that she is interested in or the programme recommended by her mentor. She has learnt that the team around her can be trusted and she does not have to know everything, which shows her acceptance of her insufficiency.

It is shown here that prioritisation of developmental tasks can be different between the NGM as self-developer and the mentor. This is a sign of the mentee's self-directed behaviour, as Tracy has made her own decision regarding the developmental acts. Self-directed behaviour is typical in terms of entrepreneurial behaviour. It is also the sign of aspiring personal mastery in particular circumstances.

"Of course, I feel that I'm closer to a employed manager than an owner-manager. It's not like, when the entrepreneur himself establishes it, he's doing kind of unstinting work. I've said, that I have to have a competitive salary. I know my value on the market and I have to have the same income level here as I would have elsewhere." (Tanya 821a)

Tanya is a self-confident entrepreneurial-like person, who defines entrepreneurship through only in terms of the establishment of a business. She evaluates herself as not being an entrepreneur, but instead, an employee, even if she owns the majority of the shares in the firm.

"...(To the Chairman of the Family Council's position) On the other hand, we handled the case with the mentor also from that perspective, where I thought that the Family Council should be suppressed. You could say that we also did handle the family business governance as it should be. All these issues because I was making that process of changes. That also gave me a chance to reflect on all my own thoughts, to consider if they're reasonable, and now I've made this agenda where we need to make the leadership model simpler and make the responsibilities more clear..." (Sarah 3028a)..."And then in a way I might feel like I've experienced this all as...a too weird combination. Am I the right person for this? Of course I was chosen for the task, but there's this inner doubt whether I'm the right person and do I have enough skills and abilities for this so called business world job....and what more should I learn? Which are my so called areas of development?" (Sarah 3655)

"Of course it's also good to know the firm. Therefore, I trust my abilities to solve the problems related to the field quite creatively to some extent. This way you can question and of course develop the operations through that. Developing the operations has been kind of a bread-and-butter job for me in a way...creating something new. Innovation, in that way. In that point of view a lot of similar things than, of course, my dad has had while developing the firm...I have tried in a way to take it further all the time. In a way I believe that these are the same things to some degree." (David 199)

Both Sarah and David have already faced the complexity of decision-making during the early period. Now, after gaining more self-knowledge, they believe in their own views. This belief enables them to succeed in their intentions for change and the future needs of the business. David identifies himself as having similar personal qualifications than those of his business parent. He is proud of him. He does not feel any pressures anymore.

To sum up, the NGMs need to identify some requirements that they find important to be achieved, with regards to their future working responsibilities. Until he/she consciously uses their professional strengths and accepts the position of being sufficient in the circumstances, one is able to feel confident about oneself. The person has confidence in his/her personal qualifications, especially when they are perceived as being similar to those of the business parents. Therefore, the qualifications, such as innovativeness, creativeness, unwillingness to delegate, self-direction, and future orientation, are labelled as entrepreneurial. In these conditions self-knowledge is strengthened. It is notable that as long as the concern about insufficiency is not dealt with, it works as an obstacle in the search for personal mastery. Furthermore, the NGM imposes his/her own personality onto his/her business parent, who has represented the entrepreneurial role model. Therefore, 'entrepreneuriality' is some sort of aspiration in terms of accepting oneself. The non-family mentor has been valuable source in helping the NGMs to identify and increase their self-knowledge.

An entrepreneurial role model is crucial in developing respect for a business parent and in advancing one's growth path toward self-knowledge and, furthermore, toward personal mastery. Overall, the NGM uses the previously discussed personal resources, as have been already identified, in order to manage any new circumstances that arise in the future. The means by which this is achieved is discussed in more detail next.

5.4 'Managing patterns'

The NGMs have identified their personal sources for gaining information. This section introduces the characteristics that illustrate how these sources are applied to behaviour. They still appear in the context of balancing the roles. In this section, the patterns for managing oneself are introduced through five characteristics. *Decision-making* provides a requirement for creating these patterns, of which *rationalisation* is one. *Concern about leadership* reveals the current concerns that need to be managed and, *future aspirations* refer to the clarified career path. Finally, *best practice* reflects implementations of learning. The differences depend on which period of preparation is currently in process. The role of non-family mentoring has been supportive when facing the needs of creating 'managing patterns' for different circumstances.

5.4.1 Decision-making

The NGM finds decision-making in business a complex issue to be managed. It consists of both daily tasks and strategic operations. It is shown here that emotions influence the process, which, overall, requires more advanced skills and knowledge. Non-family mentoring has been helpful in this matter.

"...more about my weaknesses and strengths, they do exist. For example at a growing level, the understanding of the business. The amount of the information you receive is rather endless. There is a lot here...I've had to learn...starting from making contracts. All kinds of letters and contracts. To interpret contracts, figuring out if this is correct and can you really trust this. (making the first contract)...I got support from my predecessor (not a business parent), we did it together. We also have these ready examples that people actually use. They don't always come up with them themselves. The kind of basic things." (Tracy 57/2/1)

Tracy has received support from her colleague in decision-making at work. These revolve around the daily operations in a firm of which she feels uncertainties about. In Tracy's case, the amount of information helps her to manage in decision-making.

"I think about what I would like to learn from my dad. It's something I think you can't learn, that's the instinct for doing something. There's this kind of unwritten strategy, that dad's very good at making strategic decisions. I don't know if the decisions come like ex tempore, as it looks like. It seems like his got this scent which makes him smell and sense different things...Where could one get that?" (Vicky 954)

Vicky respects the business instinct that her father has and which she is lacking. For her, It would be a valuable quality to gain, especially in making decisions at a strategic level. Her experience also indicates that decision-making creates uncertainty, which needs to be managed. Similar to the 'entrepreneuriality' discussion, Vicky reflects her parental role model in the light of her own business incapability.

"In fact, the weaknesses and problems...they appear... to be completely related to the mentoring issue...And when you don't have the experience in something, you postpone the solutions, you don't make the decisions, just keep twisting things around and dancing around bad things. Maybe what partly causes indecisiveness and things like that...maybe that's some kind of a lack of something? On the other hand, when you get experience and when realising from my own experience: It's of course always easy when you've faced a situation before and handed that honourably, then it's kind of easy to solve one after that. It's a matter of realising that it's the same kind of a problem...that this goes like this, we'll do this and bang! Then again when new kinds of problems appear they're easily left unsolved. And of course when you're young you keep hoping that they'll be solved with time. That's probably the biggest mistake, which also has been made. You were kind of hoping that the bad things will just disappear from this world, but if one disappears you get two new ones. That's surely one big weakness...of course you have to have some sense in that too, that you just don't go solving all problems like Arnold Schwarzenegger, you need to focus a little on what it's really all about. Of course you can't either think that the meaning as itself is to shoot down all the problems at once. Without at least looking at them." (David 146)

According to David, decision-making is complex due to the amount of choices that exists. Experience from previous situations makes decision-making easier. However, difficult decisions are often moved aside. This indicates uncertainty, since he is expected to face problems. David's reflection shows that, even if he is already learnt lessons about decision-making, it is still a complex issue and provides uncertainty.

"The one thing I had was that I felt very inexperienced in the position. Therefore, I wanted to get help with my own considerations and analyse my own task and role. I also wanted to be more clear on what I needed to do and how to go forward with things." (Sarah 3549)... "It wasn't strictly succession in technical terms. But the situation where I found myself was at that stage where we had the CEO, who was a relative. We're in two fields, the other field

manager was also a relative. I'd been thinking and evaluating our situation and I'd come to the conclusion that we need to replace our CEO and, in addition to that, we need to suppress our Family Council and reach a much less complicated system. You can imagine that as the Chairman you find yourself in a situation, where you'd realised what the task would be." Sarah 2825) "Surely in a situation, which would be typical for small and large family businesses, you have to make decisions which concern close relatives. You might also have to make decisions, which have to do with their roles and their work in the firm. And then you're not alone in making the decisions. If you want to keep the family united, you may have to make decisions within your family which possibly concern other relatives and their jobs. And there you've got lots of different emotions involved." (Sarah 3338)

Sarah explains the difficulty of decision-making when emotions are involved. In her case, decision-making occurs at the strategic level, in which business is always considered first. Her task is to lead a family group and take responsibility for the decisions that are made to advance changes within the company. She needs to identify and manage emotions, which more likely than not may influence decisions regarding other family members.

Making decisions regarding a business at either an operational or management level is one main concern of the NGMs. In this matter, the most obvious feeling is uncertainty, which needs to be faced and managed. The individuals going through their early period emphasise a lack of skills and knowledge in terms of decision-making. Representatives of the late periods face uncertainty regarding problem-solving and then relating business decisions to this concern. The way in which these difficulties are self-managed will be discussed next.

5.4.2 Rationalisation

The NGMs use rationalisation when they find that their own emotions are influencing their thinking. Rationalisation means a pattern of behaviour that is applied in different circumstances, especially within decision-making, and those in which emotions need to be managed. Rationalisation is necessary in achieving personal mastery. Its need is emphasised especially during the late period of preparation.

"I remember, that as I evaluated when mentoring was over I had this feeling that in some way I had become more professional. I'd become kind of more distant to those things...the things you easily get completely involved in with all your feelings and stuff, well you can take a distance from those things." (Sarah 2716b)... "We could discuss the issue on how much feelings are involved when having a Family Council which consists of relatives like we had. And it's very easy to go with the surge of emotions. Actually the most important thing in the Chairman's role is not to be drawn into all these surges of emotions. Even if you have all these emotions yourself and you feel like this or that...and some of these feel tough and some nasty, what someone says, then you should think of the goal. What I'm supposed to reach with this." (Sarah 2717)

Sarah is now aware that the prior purpose of the decision-making process is to make a goal towards which one can aim. When she identifies the fact that emotions disturb her in trying to clearly see what is happening in situations, she uses a pattern of rationalisation. This enables her to approach issues and people in as neutral a way as possible. With the help of non-family mentoring, she is

able to distance herself from her own emotions in decision-making circumstances today.

"...let's say we have these kinds of situations...with the importers. They get deliveries. They're of course supposed to pay and then the other part will go through divorces or something else and they're running out of money and what are we supposed to do now. Are we going to give more credit and more time for the payment or will we stop delivering? Will we give them the boot and if so, how are we going to do that? There are these kinds of problems which will go on and on. These are things you can't sort of get caught up with for too long. You might start empathising too much with the other part, in a way for human reasons. Someone goes through a hard time when his wife has left and his kids are 500 kilometres away. He needs to give money for the children and all these things. Then again thinking from the business point of view you should've done something else. Of course they're always difficult issues." (David 147)

"Then I'm too empathic...meaning I can't say no. You get different requests within the organisation. Can you help me with that and can you help me with this? It's too easy to promise to help someone..." (Michael 325a)

David and Michael perceive themselves as being sympathetic. They both have difficulties in managing their emotions, especially when facing subordinates or customers. Most often, it is a question of problem solving, which is affected both by one's own and another persons' emotions. David aims to rationalise his roles during conflict at work, since he is bound to give priority to business objectives. Michael, for one, is incapable of refusing to help others in their working tasks. Both of these circumstances require patterns of managing inner conflicts that are the result of emotions becoming involved. Rationalisation requires the mentee to identify and analyse both their circumstances and personality in order to end up with a rational argument.

"For example, this one time I was offered a job in America a couple of years ago. Running our family business branch in America. When thinking about this I went myself through a lot, and I can say that maybe I was lucky not leaving for that, because of all that's happened there. It must feel rather unsafe there. It's not safe for the children to walk home from school. Then, the main issue was the safety of my children and family. As a challenge it would've been a major thing. You would've gained a lot and you would've gotten badges for doing your job well. But then it just wasn't that kind of a package." (Joe 225)

Joe evaluates his entry decision in terms of the prioritisation of his family. He was once offered the opportunity to move away from Finland, which he felt uncertain about. However, he made a negative decision using rationalisation. In other words, he considered his family's well-being to be more important than his own career advancement.

The terms sympathy, empathy, and security were mentioned when discussing the involvement of emotions in business matters. Rationalisation appears in evaluating one's private life (own family) and working circumstances during the early period of preparation. Later, rationalisation requires the business and business life to be one's priority. Once the individuals' give voice to the emotions, or at least they are aware of them, they are able to identify the potential for personal mastery in the given circumstances. Therefore, it is a question of examining one's own behaviour

patterns in order to manage complex and unknown situations. It is also one part of leadership tasks that the NGM aims at putting into practice.

5.4.3 Concern about leadership

Leadership raises the issue of dealing with other people. One part of a manager's tasks requires a person to be responsible. Especially the first managerial position -early period determinant- reveals a concern about how to manage others. Therefore, the NGMs aim at preparing their own leadership skills. Later, they face uncertainty in terms of how powerful they in fact are. It is shown here that only being interested in people and understanding them is not enough in order to act effectively as a leader. Managing people is more complex an issue than only understanding them.

"In the family businesses there are these personal issues related to ownership. Then there are these issues concerning the practical handling of personal relations, especially these role issues." (Sarah 3337b)

Sarah's responsible tasks are not similar to those of the other informants, since she only functions as the Chair of a Family Council and she is not involved in the daily business tasks. As discussed previously, she is required to keep her own emotions under control, since the business context is an emotionally rich environment. However, and in a similar way to other interviewees in this study, she is concerned about balancing her roles with her position of leadership.

"If I think of my own leadership competence, it's about learning to give feedback to the personnel. When you've been for a quite long time yourself...on the management level...you get less feedback yourself, you haven't grown in such an environment that you would've gotten used to that. For me for example it's very difficult to accept it when I'm given positive feedback. It's about, you could say, a kind of stupid modesty...If you've handled something very well then someone comes to tell you that was well done and stuff like that. Then accept the feedback now, yes, thank you, like it was nice of you to tell me that. It does actually please everyone. But in a way you could say it's about this exaggerated modesty, that no, you feel like you can't do such a thing. It's the way you've been raised in the family, it's a kind of strength but it can also be a weakness." (Michael 334)

Michael rarely gives feedback to his subordinates. This appears to be his leadership concern since he feels that he is not familiar with either receiving or giving feedback. This is due to the values he has internalised from his early business family experiences during childhood.

"Of course there are these messes...at work, sorting things out it's all the same. You need to try and just sweep it under the rug, these fellow workers who can't get along with each other, would they just suddenly start getting along. These things are all very similar to each other, if you just keep watching too long that won't result in anything good..." (David 148a)

"Well, all that was useful (discussions with personal consultant), because...in a way I'd just taken over this lot of people (working under me) and I had all these issues related to this, how to meet these people and how to get along with them. These rises and stages, where do we stand now and what am I supposed to do? It wasn't very easy. I was quite new and

inexperienced at that stage. That (personal consultant) was certainly also a big help" (Tracy 46/1/4)

David feels that he is unaware that he would need to get involved in conflicts between his subordinates in the organisation. This is due to his empathy preventing him controlling these situations. For him, leadership issues provide occasions of uncertainty or feelings of having a lack of courage to use the power of his position. As discussed earlier (Chapter 4), David reflects upon these issues with the help of a non-family mentor. Tracy has discussions with a personal consultant who encourages her and provides relevant general business advice about her concerns. She faces a need to manage change in the organisation, and she feels that she is incapable of leading her subordinates.

"(own strengths) And surely...sales, definitely. And probably human resource management and leadership as the other..." (Joe 249a)

"(Present working tasks) I think they're going to be eliminated... And what I'd like would be to work with all kinds of things. The thing that interests me the most is human resource (HR) management. The reason for placing me in marketing is my language skills. That's an alright job anyway. I like that too, but I feel that HR is more like my thing." (Vicky 912)... HR is something that we haven't been paying attention to. I know it's because my dad doesn't think that it's profitable, that it's just nonsense. It's not accounting, production, financing, it's just this soft thing that we've never been any good at. It's probably been seen as something pointless in a way. I think we should pay attention to it and actually lately it has been paid attention to. We have ongoing projects on the personnel side. That's was interests me." (Vicky 941)

Joe and Vicky, during their early preparation period, understand leadership to be an upcoming challenge for which they need certain capabilities. Today, Joe identifies his leadership style as a strength in his performance at work. Vicky is willing to concentrate on human resource responsibilities in the future, something she finds to be in contrast to the educational strengths that she currently uses. However, years after, she has rationalised her dream, and now she is no longer willing to deal with human resource responsibilities (researcher's summary). This is a sign of identifying her willingness to commit to the firm.

This part of the report has emphasised an awareness of the importance of taking care of leadership responsibilities. The managers here know that they are required to develop their leadership skills. Additionally, and in terms of the interviewees' self-knowledge, they need to develop their own patterns for future challenges, which deal with the issue of managing other workers. This study does not attempt to evaluate the work performance of the next generation. Instead, it seeks to highlight the concerns of the NGMs when analysing their preparation process. It seems that leadership is one crucial issue to be considered in the preparation matter. The next section presents the interviewees' future aspirations, and future intentions to occupy positions of leadership.

5.4.4 Future aspirations

The future aspirations of the NGMs focus on career advancement, such as one's potential to become a successor. When one already holds a position being reached, the future aspiration is focused on business strategy intentions. The aspiration of the interviewees should be understood as only pointing out current circumstances during their development path.

"(the original goal is still valid) Let's say it this way, during the last year I have of course had lots of discussions with myself. Is this what I really want (the responsibility for running the family business firm)? Or would I rather stay where I am now (own business)? I can't answer that yet." (Joe 217a)

"(becoming a CEO) Not yet. Really no. It's a thought that on one hand scares me a little." (Vicky 933)...(current CEO retirement) Norton doesn't have a ten year agreement. He won't stay for many years any more...That scares me a little bit, if it's something they've thought about for 3-5 years, I know I'm still much too inexperienced." (Vicky 936)... "What's my aim, well the title is not important for me. I'm not aiming to be the CEO of the whole business some day. It's not the ultimate goal of my life. And nothing like that, but...I want to work with something I like. It has to be challenging enough, but not a too big a bit to chew. Something I know I can handle. On the other hand I like these project jobs. Working with all these projects...that's one thing." (Vicky 938)

"I haven't been thinking about that (becoming the CEO). In a way, it seems very distant to me. Tina (CEO-mentor) is younger than Layla and works as CEO for years ahead. That's why I think about it as a distant matter..." (Tracy 47/3/1)

Joe has not been sure about his own willingness to enter into the firm. A year later, according to last interview, he has decided to approach family business responsibilities. Similarly, again according to last interview, Vicky is also more anxious to plan her future career today. She previously found herself to be too distanced from the top position due to her difficulties in adapting to her then position. Now, after two more years of experience, she perceives herself to be more competent to even think about career advancement. Tracy also perceives the role of the CEO as somewhat distant, since the predecessor has still several years to go before retirement. The future aspirations of early period representatives reflect their career advancement toward the top positions of the firm.

"...Because in a way the main owner dictates what happens in the firm, both on the Board and at the operative level. If they (owner and CEO) are both the same person, then it's quite complex or unstable...even if you operate well it does give less operational possibilities for the Board, because the Board's task is to make the CEO open to being questioned. Then if the rest of the Board makes the main owner open to questioning, does he reach the level of his tasks, then that would definitely be a hard situation in a certain way. In that sense the next stage at some point would be to be transferred to be the Chairman of the Board...But not in the next few years, but let's say in some distant future it would probably be sensible to transfer." (David 184b)

David wants to be the Chairman of the Board one day. He finds this most powerful position to be more appropriate than running a business as a CEO. This is due to possible role confusion, which is more likely to emerge in terms

of using power. In this way, he also decreases the size of his roles in the business.

"...And this going international has required and taken away lots of resources from business in our country. We aren't happy with the firm's results in the past few years. This year shows slightly better results already. Actually, remarkably better results. We are going to become the most wanted in Finland, the most bought service concept. That's our mission and vision together with my brother." (Michael 374b)

Michael shares this business vision with his brother. They attempt to stick together in terms of confronting the predecessor's resistance to change. He does not need a mentor since he gets support from his brother next to him.

The two interviews made with Joe and Vicky at different time periods, indicate professional growth in process. Non-family mentoring has had an effect in this matter. The interviewees who have an ongoing mentoring process are not yet capable of putting into words their ultimate goal regarding their family business career. Power and status do not seem to be essential for females during the early period. Instead, they are anxious to have certainty in their current working tasks. This indicates the need for self-knowledge as well as managing the self, which both are processed within mentorship next to on-the-job-learning.

One needs to be self-confident about one's own future in business. When one constantly aspires and develops oneself, and applies learning into practice, then it is likely that one will feel the sensation of being one's own master. This is illustrated next as the last characteristic of 'managing patterns'.

5.4.5 Best practice

This part summarises some results about the learning and growth tasks of the NGMs in this study. Best practice is equally understood as applying learning results into practice, i.e. as a work performance in the organisation. The issues differ depending on the period of the preparation process in question. During the early periods, the indirect effect of mentoring can be seen in terms of change in thoughts and ideas. Late period representatives apply learning in practice independently since they already use personal mastery as a resource in their organisation and wider field. The most concrete example of independent performance without a mentor's indirect or direct effect is illustrated by Tanya's quotation below:

"Everything I've done in this house, I've had to do everything on my own. Because I've come in to a field of work, for example to handle exports, which no one had done before. All of my work has practically been that. That is, I haven't had any advisors. It's all been done by myself. But then again, I've reached the position where I'm able to help others. But I've never gotten any help from anyone." (Tanya 823)

"We're in the middle of the process (delegating) right now...As for the Trend product; we seek for its own director. And as for Outlook, we seek for its own director. Then I'd be left with managing and production. Well there's its own person for that, but...I'll handle sales. Because sales is what I can do best. That's my strongest area." (Joe 248)

Joe has been too involved in different responsibilities around his firm. With the help of non-family mentoring, he understands the need to concentrate on his own intentions, which will accelerate his entry into family business. As a result of identifying and developing patterns for managing his career advancement, Joe's acts of delegation indicate his own learning which is applied in practice. Non-family mentoring has had an impact in this matter.

"I learned here, that one consultant has done the evaluation of Company E's Board work. We discussed the idea. Then I had my own information, a person's own experience on how the evaluation of the Board's work had been done and it had been done well. Then we did the same thing with Company D." (Sarah 3551)

Sarah no longer has mentorship. Her mentor gave her one good idea of which, however, she was already aware of. This was discussed and analysed together with a mentor, and today it is still applied in the governance of the firm.

"If I'm to say then my dream or my dream job what I'd really like to do, then that would be HR Manager, HR Director. We now have 450 permanent employees. I find that's already that big a firm...we have this Financial Director... personnel issues been combined with his job. Anyway, I think this would already require a HR Director, that's what I'd like to do." (Vicky 939)

Vicky aims to implement her educational knowledge in a new business strategy. This would serve her personal interest. However, she is not able to achieve her goal due to her business father preventing it. Two years later, she recognises her unwillingness to be involved in any way in the HR unit. This reflects growth and development in terms of her intentions in the firm (see also 5.4.4). Non-family mentoring has had an effect on her developed intention; however, this was in addition to on-the-job-learning.

"I'd be very happy if they'd (the children) take over this firm one day. But I don't really know how I'm going to behave. I also hope that I won't be pushing and trying to direct them to choose a specific place for their studies just because I think it would be useful for the future. I'd like them to decide for themselves." (Tracy 49/2/1)

"There is always time for issues you find important. And something you feel you get something out of. Always." (Tanya 862)

Tracy is proud of family business. She would like to give the same opportunity to her children as she has had, in terms of the freedom to choose to take over the firm or not. Tracy also has positive feelings about mentorship. Therefore, she aims to implement the mentor's style as her own behaviour pattern in organisational settings (researcher's summary). Both these reflect her applying the best practice.

"I've got many things...looking at the company from different places. The parent company itself from a distant, from close by, from the inside, through that...that's been the most developing thing. And I reflect this to what I've just gone through with the present CEO; that we definitely need to adopt this to our company, to swift people's tasks..." (Michael 371a)... "I find it very positive as I've experienced that myself all the time at Company A. I've had many different tasks and that broadens one's mind. And I can also see that this new guy is always able to see things differently and develop things. I myself believe that in a certain

period of time people just can't manage to keep up their interest in things. And that will start reflecting on the personnel before too long." (Michael 330)

Michael, from the top management position, appreciates his various working experiences. He aims to provide all of the employees in the firm a similar feeling of being trusted and given room, as well as variety in working tasks. As with his positive learning experience throughout his life, Michael sees giving chances as demonstrating his best applied to practice. This is permitted in both family and mentoring circumstances.

Best practices as the result of learning, refers also to the individuals' professional strengths and self-confidence. When a person recognises their own personal resources and capability, he/she is confident enough to use them for a common good. This also illustrates an individual's mastery in terms of their actions. Individuals are constantly considering the patterns of managing of their concerns and responsibilities. This can be seen in the findings of this study, showing that a mentee is required to understand a model, for example, instead of only copying it from others. This has been shown to be strongly present in terms of self-reflection throughout the preparation periods.

The relevance of non-family mentoring is considered to be the most important thing when illustrating some of the learning experiences in this part. It seems that it has had a positive effect on the NGMs' in terms of applying their best practices to a particular organisation. Best practice is the desired result of the process toward personal mastery that comes with the help of non-family mentoring. This will be summarised next.

5.5 Discussion: Personal mastery with the help of mentoring

The outcomes from non-family mentoring have been dealt with throughout this chapter. The concept of personal mastery is defined through the empirical evidence. Below, Tao-Te King also illustrates its deep meaning. In this section, some literature is added to the discussion about the capabilities and challenges of the NGMs in this study.

He who knows others is wise.
 He who knows himself is enlightened.
 He who conquers others is strong.
 He who conquers himself is mighty.
 Tao-Te King (in Nash 1966, 120)

Table 9, below, summarises the relevance of personal mastery through its content of that which has been analysed in this chapter. Most of the issues deal with the non-family mentor and, therefore, and to some extent, mentoring has an influence on the creation of personal mastery. The analysis revealed several issues to be considered with regards to the matter of inner growth. It also showed some of the candidates' needs being fulfilled during the preparation

process and in collaboration with non-family mentoring. However, new needs will always be developed. Therefore, personal mastery should not only be understood as an end product of development.

TABLE 9 Relevance of the category of personal mastery

CONTENT	RELEVANCE
<i>Commitment evolution</i>	<i>Search for priorities</i>
Recognising the option	proud of the firm (positive feeling)
Conscious career choice	intention to act
Rational confirmation	real world circumstances
<i>Role balancing</i>	<i>confusion</i>
<i>Self-knowledge</i>	<i>resource for growth</i>
Requirements	expectations
Sufficiency	accepting limited resources
Professional strengths	valuable at work
Self-confidence	identified capabilities
'Entrepreneuriality'	parental role model effect
'Managing patterns'	<i>for facing uncertainties</i>
Decision-making	complexity in business
Rationalisation	facing emotions
Concern about leadership	awareness of responsibilities
Future aspirations	clarified career path
Best practice	applying learning

In this study, personal mastery means a process during which one is becoming in command of oneself. Senge (1990, 148) describes a cornerstone of personal mastery in the following way: "The ability to focus on ultimate intrinsic desires (following current need), not only on secondary goals (continuity of business)." Personal mastery as a concept is very closely related to the concept of empowerment. However, these concepts should not be seen as synonymous due to several reasons. Firstly, in the literature – and in practice – there are at least two different perspectives in understanding empowerment; organisational and personal perspectives. In common to the concepts is self-responsibility at work. As the organisational perspective, empowerment involves strongly the element of giving power to someone. Mentoring is not such an activity. *Non-family mentor does not give power to a mentee.* Therefore, the term empowerment is not suitable to use here. However, there is a similar tendency in terms of autonomy at work to Siitonen's (1999) view, that empowerment is perceived from a personal level. According to him, empowerment is personally experienced and not given by someone else. It is a process of growth, in which an individual is emancipated. Personal mastery is understood similarly to this.

Secondly, empowerment is most often defined as the tool or approach of the manager. Since this study only focuses on the perspective of the mentee and managerial work is not in focus, this understanding does not serve the appropriate view. Instead, personal mastery is illustrated through the empirical evidence taken from the mentored NGMs.

Role balancing means that a person at work considers other's expectations. Role balancing, as the context for personal mastery, occurs when a person searches for their own position in the working environment. The typical roles range from that of the family member to the manager in the organisation and, finally, as an owner. At each transition between roles, the individual confronts complex issues to be managed. In considering the roles, Handler's (1990) study showed the changes in the roles during the succession process. In Handler's (1994, 136-137) model of mutual role adjustment, the next-generation family member moves from having 'no role' to occupying that of a helper, manager, and finally, chief decision-maker. The transfer affects the leadership experience, authority, decision-making power, and equity. The roles that have to be balanced are concretely presented in the classical three circle model, in which business, family, and ownership arenas are overlapped (see e.g. Tagiuri & Davis 1982; Handler 1994; Gersick 1997, 6), whereas the interviewees in this study mostly represent the very core of it. According to the interviewees in this study, issues about role conflicts are particularly discussed with a non-family mentor.

The NGM holds more specialised working tasks than did the predecessor or founder of the firm. This trend in roles appears to be similar to that which King (2003) reviewed. According to this view, as specialisation increased and the number of delegated roles grew, also role conflicts grew. In this study, this was seen when these roles varied, depending upon the periods of the preparation process. Role balancing relates also to any increase in responsibility, which reflects power emergence. It is similar to the successor's dilemma mentioned in family business literature: Ciampa and Watkins (1999) suggest that although succession forces people to confront difficult and human questions, about both power and identity in the eyes of others, the hardest is to face the self and each other. This supports the concern about different roles that the next generation must play simultaneously. The NGM needs to first manage him/herself, and after these patterns, he/she is capable of confronting the new challenges. It was noticed in the study that the mentees do not always identify their own capability and personal attributes without the help of non-family mentoring.

Interestingly, the ownership role does not appear to be in conflict until the individual occupies a powerful position after first dealing with managerial responsibilities. Similarly, Hall (2002, 421) showed that the owner's role identified increasingly "with the distance from central leadership functions." It is suggested here that attention should be paid to this issue, which reveals the second aspect of the ownership role's importance during the preparation purposes. In this sense, the adjustment to the ownership role is a sign of

growth, and it indicates the advanced personal mastery experiences. This is especially the case when a mentee realises their parent's tendency to prioritise business.

In this study, it became obvious that the responsibilities that were taken became more complex, the more complex that concerns about role balancing appeared to be. Instead of experiencing a lack of substance related skills, the interviewees pointed out the need for managing responsibility priorities. In other words, it became evident during the early period that there was a need for a change in behaviour patterns under the new circumstances. Non-family mentoring provided particular support for this need through its interaction, such as feedback, self-reflection, and role modelling. The late period representatives, the ones who have already reached personal mastery, were able to establish their 'best practice' without the support of mentoring.

Role balancing represents the circumstances and disruptive nature of the context of the preparation process. Therefore, it is more likely to have a negative effect on the matter of inner growth, and this relates to the requirements regarding the business circumstances. The requirements are perceived in the light of priorities, which in turn reflect the choices to be made. Moreover, personal values direct these choices. In a more positive light, concern about role balancing offers an opportunity for a mentee to create their own behaviour patterns. The complex roles may not disappear in the following periods, and this provides a reason and motive for the mentees to manage them, like many other issues in the work setting. In order to experience personal mastery, the mentee is required to manage the current circumstances as well as be prepared to face upcoming ones. Most importantly, non-family mentoring provides the mentees with a forum for practising one's own 'managing patterns'.

Commitment evolution is a process of testing the mentees' willingness to take over the firm. The particular business family has its effect at the beginning, as was shown in early period of preparation. Commitment is a necessary precondition in achieving both personal mastery and in becoming a successor. The NGMs need to be committed to the business since it will be a lifelong venture. The survey by Chrisman, Chua and Sharma (1998) disclosed that commitment to the family business is one of the most important attributes required by the managers of the different family business generations. Non-family mentoring provides support in the process of the mentees identifying their own willingness to do this.

In this study, commitment was recognised as being processed in three different stages. This process is one in which the mentee needs to evaluate their values and self-reflect on their own willingness to make the entry decision. It helps the NGM to understand themselves. The evolution of commitment also reveals internal conflicts, since emotions most often develop from this growth task. This is often a result of assumed expectations, the source of which is most often the business family. Commitment is a personal experience, which appears in terms of a concern or change during new events, such as an increase in

responsibility. Nash (1966, 296) defines commitment as “an organizing principle of life”, and he relates it to being a responsible human with qualities of simplicity and integrity. By simplicity, he means that commitment reflects a hierarchy of values that enable a person to separate the central (essential) from that which is of secondary importance. Integrity, in turn, encompasses the whole self, in which intellectual conviction and emotional involvement are associated with consistent action. Both of these are crucial when illustrating personal mastery during the NGMs’ journey of inner growth. Values, indeed, are set based on current priorities. For example, as shown in Chapter 3, representatives of both generations may differently value business. Therefore, one also needs to re-evaluate them temporarily in order to reach the next stages of commitment. This was possible through in-depth thinking and self-reflection, which was provoked by the mentor also.

The evolution of commitment, here, follows the line of family business transitions in general. Gersick et al. (1999) studied the transitions that occur during the ownership life cycle. Even when there was a different context compared to that of this study, they still found a consistent evolution of commitment during transition. According to their study, the same system develops through three stages, each with six components, in order to show complete transition. The first stage in their study is called the trigger, and it corresponds to the moment when the option of being a successor is recognised by the mentees in this study. In their study, the initiation for change comes from accumulated pressures in the system. They state that “Once the transition has been triggered, the actual work begins.” (ibid. p. 291) Similarly, the interviewees here perceived an impetus from outside as advancing their commitment evolution, although not a pressure. Actual work was conducted in re-evaluating the interviewees’ own interests and it reflected conscious career choices. Furthermore, Gersick et al. (1999) describe testing and revising that happens during the stages of disengaging and exploring alternatives, which are equal to the second stage in this study. Finally, the rational confirmation of one’s career choice describes the full commitment into the family business, and correspondence to the authors’ label of the commitment in the new structure. Mentoring is not necessarily present during all of these stages. However, it provides support when a mentee moves to a new stage. In other words, non-family mentoring has no task before the first stage of commitment.

Commitment is more than an entry decision. To a somewhat different way to this study, Sharma and Irving (2005) identified four bases of commitment. According to them, there are affective, normative, calculative, and imperative bases, which reflect the different kind of motives that the NGMs have in joining the firm. They do not consider time as a factor, which appeared to have an effect in this study. Here, commitment develops through a process of searching for the meaning of the issues involved, with respect to one’s life-goals. In other words, this can be seen to mean the same thing as when Rogers defines commitment as “a total organismic direction involving not only the conscious mind but the whole direction of the organism as well” (Rogers 1969, 273). The

interviewees' aspiration to acquire information and knowledge demonstrates that commitment evolution is a process of discovering oneself.

Similarly, Nash (1966, 296) stated that a man cannot be whole without commitment because he cannot find himself without a centre (context) that goes beyond him. Then, one needs to have self-knowledge in order to be aware of one's own capabilities and incapacities. Which is required first: commitment or business capability? This study has shown that these things constantly overlap each other. However, commitment is strengthened due to succeeding at work. King (2003, 179) has cited Jaques (1996) when arguing that an individual's capacity is only applied when one is fully committed to work and, when one has the necessary skills and knowledge earned through work experience. Additionally, individuals are capable of handling tasks, with different levels of complexity, depending on their mental processing¹⁶. In effect, this is what personal mastery and the NGMs' preparation process are all about. Following on from this, commitment evolution reveals a need to increase self-knowledge since a concern about role balancing sets the limitations in conducting acts. Non-family mentoring does fulfil its task, in the sense that it helps in identifying the NGMs' capabilities.

Both self-knowledge and 'managing patterns' are related to identifying and developing mental models in order to face future challenges. This is a typical model of personal mastery. Senge (1990, 142) lists several basic characteristics of self-mastery that correspond to those that define personal mastery in this study. People with a high level of personal mastery 1) 'sense a purpose behind their vision'. That is why the NGMs know that they are required to constantly develop themselves to achieve their future aspirations. 2) 'The current reality is an ally instead of an enemy'. This refers to identifying circumstances, even those that are negatively perceived (such as business family), which one is forced to face, and therefore the mentees need 'managing patterns'. According to Senge, they also 3) 'know how to work with forces of change in workplace'. Any concern about leadership needs to be dealt with and, therefore, the NGMs perceive the skills for managing the others worth developing. People with personal mastery 4) 'feel connected to others'. This refers to self-knowledge, especially in terms of the mentees accepting their own deficiencies, enabling them to utilise the complimentary sources of others within the organisation. On the other hand, this also may create complications due to a concern about balancing the roles in the organisation. Finally, they 5) 'understand the possibility to influence but not control the processes'. Best practices show that the NGMs have a different way of managing the organisation than their respective predecessors. For example, their own experience of finding variety in a career is also recommended to others.

¹⁶ According to Jaques (1996; cited in King 2003, 175) mental processing is a human's "mental working processes by which an individual takes information, picks it over, plays with it, analyses it, puts it together, reorganises it, judges and reasons it, makes conclusions, plans and decisions, and takes action". This definition differs from the typically referred to notions about the intelligence of an individual.

Furthermore, one aims at creating a new management culture using a new method of work rotation.

Personal mastery not only reflects the development of professional skills, but also the ability to take control of one's own future life. Senge (1990) has also noted that the term 'mastery' connotes a certain dominance over people or things. In a similar way to that which has been illustrated in this thesis, he sees it through a special level of proficiency in every aspect of one's lifespan. On the other hand, people with personal mastery are aware of their ignorance, incompetence, growth areas, and they are self-confident (Senge 1990). Likewise, the NGMs need to accept their weaknesses and insufficiency, and this still enables them to have the self-confidence relevant to any identified concern about their capability. This source for personal growth and self-knowledge is considered to develop with the help of non-family mentoring.

Sufficiency appears when an individual recognises the importance of others' complementary capabilities in the organisation. It reflects the effects of a person learning to know themselves and, the fulfilment of a growth task. As long as the individual is aware of his/her insufficiency and accepts this, he/she is able to face new circumstances. Especially during the first managerial responsibilities, a lack of business knowledge causes complications regarding a mentee's acceptance of their potential insufficiency. Through personal mastery, they are capable to delegate responsibilities to others with complimentary skills. As such, Steier (2001) has argued that next-generation entrepreneurs tend to delegate working tasks and rely more those who then carry them out. This is because today, they see it as an effective human resource strategy and in contrast to those of their predecessor.

Until a new role is internalised, the individual is required to increase their self-knowledge in order to achieve personal mastery. This process consists of being aware of one's professional strengths, such as analytical skills and expertise in exporting, and weaknesses. Both of these factors determine one's capability. Foster (1995) suggests that with reference to identifying and knowing oneself, a new leader must develop technical skills, influence skills (willingness and role as a motivator), and become conscious of his/her own strengths and weaknesses. Furthermore, Chrisman et al. (1998) defined a set of skills for a successor in marketing, strategic planning, decision-making, and financial affairs. Their findings suggested that a potential successor's personal qualities (excluding gender, age, and bloodline) do matter in the case of succession decision. King (2003) concludes that a successor's potential capability is important for the future performance of the business. The independent and objective assessment of commitment, as well as the skills of the successor, is also important in terms of any business succession. In this study, these attributes were not always identified independently. A non-family mentor was the one helping the potential successor to recognise them.

Self-confidence is created when a person identifies their own capabilities and believes in their own potential. Self-knowledge then enables the person to strengthen their self-confidence. A lack of self-confidence causes a general state

of uncertainty in the NGM and, this particularly appears during the early preparation periods. Self-confidence is a requirement especially when taking more responsibilities. In order to achieve personal mastery, it is required to accept one's own insufficiency and increasing self-confidence. This refers to entrepreneurial characteristics, of which the most important personality-related prerequisite for an entrepreneur is self-esteem (Schein 1983; Kets De Vries 1996).

Capabilities, such as seeing holistic picture of the business and analytical thinking, appeared in the accounts of the late period representatives, which were then aimed for by the NGMs going through the early periods. Understanding the firm's culture (see e.g. Lansberg & Astrachan 1994) is seen as an important factor in the development of a successor, and it has an effect on organisational performance. Additionally, entrepreneurial characteristics, such as business instinct and creativeness, reflect the interviewees' aspiration of becoming someone similar to their predecessor. When they recognised having these attributes it reflected, to some extent, on their ability to 'accept themselves'. These attributes, here connected to family business successors, are related to generally known entrepreneurial characteristics (see also Levinson 1971; Chell, Haworth & Brearley 1994). Therefore, 'entrepreneuriality' is one crucial characteristic that illustrates personal mastery. A parental role model also seems to still have an influence on this process, even if the interviewees also perceived their mentor as a role model. Importantly, the NGM being mastered has qualifications that they themselves find to be important. This shows that personal mastery is governed by subjective perception, something that is not measurable or capable of being defined in a general way.

There are other important factors than capability only, such as commitment, skilled knowledge, and having a relationship with the predecessor (see also Dyer 1986; Holland 1981). It was also important to the interviewees to know how knowledge was applied to complex situations. This consists of, for example, how to manage decision-making in the circumstances disrupted by the complexity of role balancing. Personal mastery experience requires self-knowledge in order to manage oneself and particular circumstances. One of the 'managing patterns' is rationalisation, which was used when facing uncertainties, especially in decision-making and problem-solving situations during the late periods. Rationalisation, here, can be understood in the same way as in Bennett's definition (1964, 97). He states: "True rationality requires the expression of dated and universal judgements, and not merely the having of some kind of language, by presenting a creature whose behaviour is as near rationality as it could be consistently with its not expressing universal or dated judgements, and arguing that this creature is nevertheless not rational." During both periods, the context of role balancing issues provides a frame for decision-making, which makes it hard. This reflects the family involvement and/or personal incapability, both of which have to be managed independently. Both the business family influence (in Chapter 3) and the organisational context at work, represent forums for internal conflicts.

Therefore, rationalisation is used in order to eliminate the influence of emotions, and to create patterns for managing uncertainties. The relevance of rationalisation was internalised by the mentees with the support of non-family mentoring.

When one is able to express his/her future aspirations, it will enhance personal development. Since personal mastery also facilitates an ability to deal with one's own capability in future business responsibilities, it requires developing oneself at every turn. This refers to the concept of self-management, which according to Manz (1986, 588), means the circumstances in which the subordinates are required to manage themselves instead of relying upon the constant directing of the superior. He adds that it comprises a set of behavioural and cognitive strategies reflecting a rational view of what people are ought to be doing, and it is subject to external control. The working responsibilities of the different future aspirations indicate the appearance of power. Moreover, commitment evolution is a necessity in order to deal with any power that the NGMs are given. In the future, they will confront new challenges together with an increase in responsibility connected to using power. This provides new requirements, which are then discussed with someone outside of the business and family context, since non-family mentoring is not relevant to their purposes.

This study showed that self-management exists until one is adequately prepared to face conflict. Conflicts arise in the context of both family and business issues. Today, the previous generation still influences the business through their power as Board members. This indicates the life-long circumstances that the NGMs have. Personal mastery enables them to approach people and issues. As shown here, it requires not only self-knowledge but also patterns of self-management in terms of how to achieve individual mastery. This works in facing the conflicts, which emerge on both internal and external levels. As was shown in the business family discussion (Chapter 3), the latter of these is more likely to appear. Internal conflicts appear when one is not able to balance the roles step-by-step with all the sources illustrated in this chapter.

It is notable that personal mastery is achieved through several eventual experiences, and no one single event is enough to reach personal mastery. Every growth task within the same and different periods reveals an increasing amount of personal mastery experiences. For example, when personal strengths appeared to be in use and insufficiency became accepted, personal mastery experience was more likely to be present. Furthermore, business priority as a value of the previous generation was understood only after certain role conflicts were managed. This, then, enabled the more powerful business decisions to be made. One of the concrete signs of a feeling of personal mastery is the situation when an individual is able to reach their aspirations self-directly. For example, Tracy was able to individually make the decision of not participating in further studies. At that turning point, she felt personally empowered, which is similar to a feeling of personal mastery. During the late period of preparation, self-directness appeared to indicate personal mastery. This is due to mentees already having reached a goal in his/her career plan. On the other hand, when

the mentees were still aspiring to career advancement, their mastery came out through the process of clarifying aspirations for the future. Non-family mentoring seems to have been relevant in these different matters.

In accordance with Senge (1990, 141), learning does not mean merely acquiring more information. Personal mastery people, remarks Senge, “are continually expanding their ability to create the results in life they truly seek”, and this goes beyond competence and skills alone. This is a similar view to that of the model of self-knowledge and ‘managing patterns’ constructed in this study. When personal mastery becomes ‘an activity’, it is seen in two main movements. Firstly, the mentee in question continually clarifies what is important to him/her. This refers to them paying attention to the ‘why-question’, i.e. about commitment evolution. Secondly, there is continuous learning about how to see the current reality more clearly. This refers to identifying self, current standpoint, and future aspirations (before moving toward the desired destination). These two arise and are brought together by a force that can be called ‘creative tension’. According to Senge (1990, 142), “the essence of personal mastery is learning how to generate and sustain creative tension in our lives.” Creative tension is comparable to the concerns about role balancing expressed by the individuals in this study. The mentee struggles with his/her own value evaluation, from which their aspirations pull them forward, and the reality of their current position is identified. Additionally, Nash (1966, 120-121) describes the aim of self-mastery as personal excellence. According to his view, “it is a question of tension in which the gap between our aspirations and capacity to achieve them are in risk of being too low or too great”. In other words, personal mastery refers to controlling one’s own intentions and actions in the given circumstances.

To summarise, personal mastery exemplifies the state that ought to be achieved by the NGMs. Role balancing, as the contextual element, sets the frame for personal mastery achievement. The individual should be aware of the requirements regarding both personal qualities and social circumstances. Not only knowing oneself but also internalised behaviour patterns facilitates the personal mastery in the given situations. Additionally, each individual needs to clearly outline their own willingness towards the future development, in order to ensure commitment to the company. If making the final commitment to proceed into the particular family business is the aspiration of the mentee, then the aforementioned components are required in order for them to experience an advanced level of personal mastery. The meaning of personal mastery refers to creating one’s own area or space for actions. In this study, the current circumstances, such as the working environment and business family influence, create tension in which the individual tries to position themselves and confront the future challenges they will create. Nash (1966) comments that the educator’s task is to encourage the learners to keep their sights high and to show them the path towards achieving self-mastery. Since the mentor supported the mentee in this sense, it can be said that non-family mentoring is a justifiable method to use in seeking personal mastery achievement. Having a non-family mentorship, the NGMs are more likely to accelerate their self-development aims also.

6 INNER GROWTH THROUGH FREEDOM

This chapter discusses freedom, which is the core category of this study. As a category for study, freedom was brought to light in the process of searching for common 'ideas' from the previously analysed categories. Figure 5 illustrates the categories in relation to each other. They are taken to a more abstract level as an attempt to theorise, as is the grounded theorist's aim in finding a propositional theory or model for the phenomenon under investigation. Yet, to refresh, this study began with the search for *the essence of non-family mentoring from the next generation perspective*.

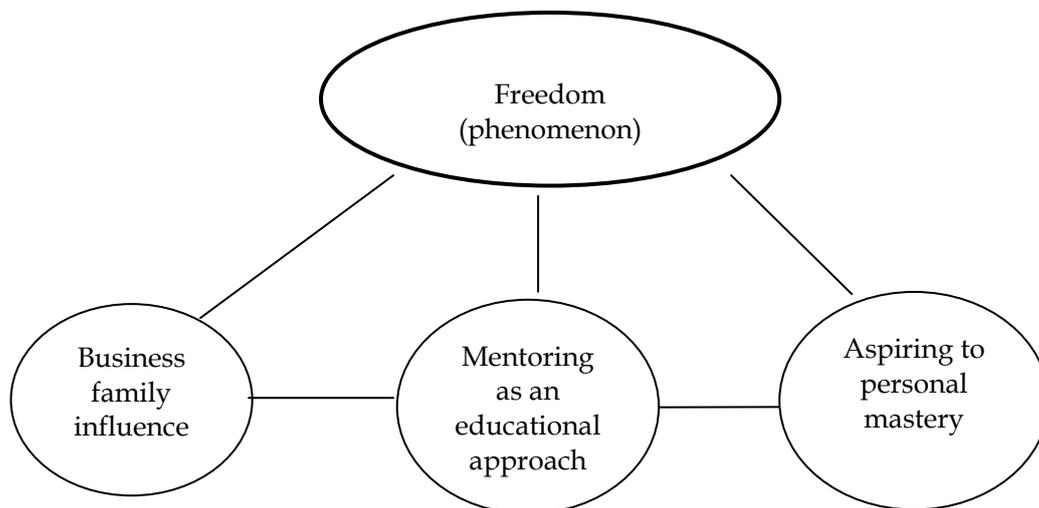


FIGURE 5 The core category of freedom linked to the main categories

Following the coding logic in the interpretations (see chapter 2.3.2), freedom should be seen as the 'phenomenon' in Figure 5. All of these main categories and their characteristics are dealing with a feeling of freedom. Non-family mentoring is a component in the middle. It enables a free learning forum to be

established, and through which, the achievement of personal mastery is aspired to. The influence of the business family is required so that one feels free from the disrupting environment it represents. Achievements made toward personal mastery, indicate freedom in a personal sense. This chapter summarises the previously mentioned issues of *freedom from business family influence* in Chapter 6.3, *freedom to achieve a sense of personal mastery* in Chapter 6.1 and non-family mentoring as the forum for *exercising freedom* in Chapter 6.2. These issues arose as the periods of preparation indicated that the NGMs' different inner growth tasks were being fulfilled in both realistic (business and family) and 'unreal' (mentoring discussions) circumstances.

The term 'inner growth' is chosen due its holistic connotation in terms of individual development, instead of only developing some professional qualities, such as technical skills and personality. This is similar to Rogers' (1969, 288) view-point, according to which a person is able to "live fully in and with each and all of his feelings and reactions." Moreover, Rauhala (1989, 57) defines the term by referring to skills in developing knowledge about oneself and one's own mental schemes for putting skills into action. This is similar to the self-knowledge and 'managing patterns' that comprise personal mastery. Furthermore, emotions are a crucial element of personal mastery. This appeared, for example, in the context of role balancing, in which the business family is constantly influencing the NGM. The successor has a rationalised behaviour pattern in order to manage the circumstances. Therefore, emotions are strongly involved in the inner growth process, concurring with the consistent view of Jean Piaget's (1988) definition of inner growth. According to Piaget (1988, 97), "The affective dimension is the source of power for action and the spiritual growth progresses gradually. The affective dimension establishes the value of each action and regulates the amount of energy that is needed. But, the affective dimension means nothing without intelligence dimension, for it is the latter one that acquires the means and figures out the goals for action." In other words, the individual must be intelligent, which is embedded in knowing oneself and the search for more knowledge, in order to facilitate emotional growth. Since the NGMs seemed to develop their capability to face problems arising from environments other than only work, it is not only a question of professional growth.

In this chapter, a theoretical discussion¹⁷ of freedom (or liberty) is developed, mainly following the understandings of three different authors. Isaiah Berlin (1969; 1980), John Nash (1966), and Carl Rogers (1969) represent different views on freedom, but a similar tendency to the interpretations made in this study. Isaiah Berlin describes a macro view and a political perspective in his conceptualisation as a positive and negative sense of freedom. His interpretation frames the idea of business family influence (social level) in

¹⁷ The works of the chosen authors were discovered after reviewing a large sample of literature, which was generated under the search word "freedom" at the beginning of the theorising process. This follows the principles of theoretical sensitivity recommended by Glaser (1978; see also Chapter 2 in this report).

interrelation to personal mastery achievement (individual level). A sense of freedom is introduced from these perspectives, as the learning environment and from the educator's role within mentoring as an educational context. Carl Rogers represents a suitable perspective that defines freedom as the necessary element in facilitating learning and growth. Additionally, from the perspective of a philosophy of education, Paul Nash has conceptualised personal mastery in his contribution to discussions about freedom. Since this study does not aim to contribute to the academic field of philosophy, the discussion of freedom and determination is excluded.

There are some circumstances and issues in which the next generation representatives' feeling of freedom can be identified. The following examples are interpretations made from the interviews. It should be noted that freedom is a personally evaluated and identified feeling, and it is not possible to generalise or measure.

- Freedom to achieve personal mastery is realised in the relationship between Michael and Tanya and their respective fathers. They are already 'mastered' to face the business parent, and they have courage enough to change business by using their own ideas and realisations. Non-family mentoring will have no effect in this matter.
- Sarah achieved her mastery during her mentorship. Now she believes in herself and her own vision, and others around the context are not perceived to be a threat. Self-confidence (until reached) enabled her to feel free, in terms of having the responsibility of making difficult decisions.
- David trusts the opinions of the experts he himself has chosen and experiences freedom as he conquers his role conflict.
- Joe will still be looking for freedom until he accepts his own weaknesses, which prevent him from moving ahead with the decision to become a successor. Presently, he feels free only when he is with his mentor since he has not yet entered into family business.
- With Vicky and Tracy, the feeling of freedom is hidden by their thirst for knowledge. Being insecure about their own readiness, they believe that a large amount of knowledge will help them to develop and grow. Thus, knowledge is seen to be linked to decision-making, which is often difficult without an adequate amount of knowledge about the subject in question.

6.1 Freedom to achieve personal mastery

This study follows a humanistic view for learning and growth. Since personal mastery indicates the outcome of a NGM being prepared enough to rise to the occasion of future challenges (subjective view) and to continue a process of self-development, it can be said to essentially be a process of learning about oneself.

This process not only comprised of the qualities of the NGMs, but also their aspirations, such as the desire to reach a top-level position in the firm, an aim to renew a business strategy, and their subsequent achievement. These circumstances demonstrate the areas in which freedom to achieve personal mastery develops, and which are utilised in completing work responsibilities. Any individual has the potential to achieve personal mastery, which according to Nash is defined as follows:

“We look around us and see standards superior to our own. Thus, arise in us the feelings of modesty for our own achievements and respect for those of others. Helped by man’s love of overcoming difficulties, of successfully meeting challenges, we become willing to submit ourselves to the discipline that we now see is essential for the satisfaction of our aspiration.” (Nash 1966, 120)

This describes freedom, which exists only within the circumstances of others having an influence on our own specific area of expertise. Berlin’s (1969) negative sense of freedom refers to personal mastery through the response to the question “What is the area within which the subject – a person or group of persons – is or should be left to do or be what he is able to do or be, without interference by other persons?” This section follows this path towards the realisation of freedom in achieving personal mastery.

Aspirations at a personal level are related to business qualifications, such as professional strengths and entrepreneuriality, things that were apparent here. First, the NGMs adore the business role models, and prefer to become similar to them. These desires ground certain standard circumstances for achievements, and the successor makes subjective assumptions about what is expected from him/her. Later, the aspirations are related to business visions and activities, which enable the individual to apply their own ideas and capability. A sense of freedom is not easy to achieve since real pressures that the business environment provides, such as those stemming from succession and business parenting, show that external, preventative boundaries exist. In these conditions, the NGM feels powerless. In this time, he/she has not reached a feeling of personal mastery, which in turn would enable him/her to self-regulate these boundaries. However, one achieves, to some extent, being in command of oneself, which reflects a step towards achieving freedom. Since non-family mentoring, through its caring climate, has been helpful in collaboration with personal mastery, it is argued here that it is relevant to research about the role of freedom.

There are two main links between personal mastery and freedom, as they appeared in this study. A feeling of personal mastery means a feeling of being secure about taking charge in the organisation. This is especially so when the NGMs are capable of confronting their leadership concerns and managing decision-making. They also have enough self-confidence to face and manage the challenges that arose out when they confronted role conflicts when they used power, such as activities towards realising business renewal, and more precisely, room for applying personal mastery in order to feel free.

Freedom to achieve a sense of personal mastery is possible only if the individual creates a personal area for freedom in real circumstances.

Simultaneously to achieving personal mastery, the NGM unconsciously creates an area in which they had a secure feeling of having made the 'right decision'. Commitment occurs as a three-stage process of finding own place within an external environment. It appears through the process of having positive feelings about realising a career goal, increasing power, and finally making the decision of staying in the firm. Most of the NGMs have been struggling in making the entry decision, which may have been a restraint that prevented the realisation of a sense of freedom. Commitment comprised the elements of re-evaluating values in the light of work and family. This refers to a search for the present priorities. It is envisioning the future and self-reflecting on a current state of preparedness. The mentor has been the guide in this matter. According to Rogers (1969, 268), it is essential to understand the meaning of one's own decisions in terms of behaviour and acts. The experience of freedom to choose is one of the deepest elements of change that occurs. In other words, freedom exists in the living person, separately from any of the outward alternative choices that are most commonly seen as constituting freedom. It is freedom to choose one's own attitude in any given set of circumstances –to choose one's own way, in terms of the subjective realisation of one's own life (Rogers 1969, 269). It is this mode of freedom that appears during the NGM's stages of commitment. Furthermore, the experience of freedom is more likely to emerge at the final stage, when one identifies one's own willingness to run the family business. This is the freedom to be one's own master.

The context of role balancing requires that an individual reflect on themselves in the light of different expectations about external circumstances. All the roles are manageable, but as long as one struggles with them, this prevents personal freedom. It is an individual's aspiration that directs his or her creation of an area of personal mastery. Rogers (1969, 273-274) explains this in terms of a fully functioning individual, who is an integrated and unified whole. The more he/she is functioning in a holistic matter, the more he/she will have confidence in the going in the directions that they choose. Achieving commitment is only possible when one has increasingly come to live in a close relationship with one's own experiences, in which unconscious tendencies and conscious choices are respected equally. This supports the meaning of commitment as crucial to inner growth development. Only in these conditions is one able to identify one's future needs and capabilities in such a way that they are required to be known.

Commitment was one of preconditions required in order for the NGM to experience personal mastery. Is it possible, then, to feel free when one is committed to a family firm? For this purpose, it is useful to look at freedom from the perspective of an 'unfree' individual. It is not possible to integrate the concepts of freedom and commitment in the thinking of behavioural scientists.

They understand that the man is unfree¹⁸. Referring to B.F. Skinner (the classic scientist of behaviour), man is an object who will be shaped by the forms of conditioning implied by social pressure (in Rogers 1969, 265). Rogers (1969, 265) summarises the ways in which Skinner's view differ from his own. He states that, "man cannot commit himself in any meaningful sense; he is simply controlled by planned and unplanned forces outside of himself." This study has offered a contradictory view:

An individual feels free when he/she discovers their own area, in which to behave accordingly, being present even under the condition of social pressure.

Commitment is needed to experience freedom. It is clear that one may not feel prepared enough or be a 'master' of taking over responsibilities without making a commitment to a firm. On the other hand, one may face constraints from business family relations, especially when the intention for business renewal is not permitted, and this interrupts the commitment evolution. The latter scenario reflects the external boundaries against feeling free. Freedom does not necessarily require that external boundaries be eliminate, but they do need to be accepted. Therefore, an individual should not consider this personally, since the circumstances are more likely to be affected by others over whom one does not yet have power. The boundaries, following the terms lay down by Manz (1986), are understood as internal and external, reflecting the different levels also shown in this study. The internal boundaries are those related to personal weaknesses and the ability to identify sufficiency, as has been discussed with regards to self-knowledge. As self-constraints, these factors act as a delay for personal mastery. In contrast to them, utilising professional strengths has the effect of facilitating this goal.

The boundaries, as external control factors, are mainly those appearing within family and organisation interrelations. These are often subjective assumptions made in different situations, such as in the context of role balancing. For example, the NGMs assume that the subordinates expect friendly decisions regarding their future. Is he/she capable of satisfying their expectations? The next-generation family business manager occupies the role of owner, which requires prioritising a profitable business, and which is in conflict with his/her leader's tasks in the organisation. Thus, the subordinates and co-owners represent the different stakeholders' view, both of which create external boundaries. Inevitably, these circumstances are continuous, but the question is how to manage these and reach personal mastery. Again, one needs to create an area for realising freedom at a personal level. Additionally, Rogers (1966) reminds us that personal freedom exists when there are hundreds of alternatives from which to choose or when there are none at all. How to create certain behaviour patterns is certainly a complex issue. In this study, non-family mentoring is meaningful to the NGM's need to create 'managing patterns'. This process requires that they first increase their own self-understanding.

¹⁸ Here, man is equal to the term individual. The latter is avoided in this paragraph due to a different understanding, which is underlying here.

Self-knowledge can be seen as the resource for growth and a response to an inquiry such as, 'what I am capable of?'. This is a question about how competent one is and what requirements exist to evaluate this matter. Increasing self-knowledge reflects an increase in freedom whenever one knows one's own area in which to conduct a responsible self. The realisation of freedom is also recognition that, as a person, one is an emerging process instead of a static end-product. As Berlin (1969, 131) notes:

"I wish above all, to be conscious of myself as a thinking, willing, active being, bearing responsibility for my choices and able to explain them by references to my own ideas and purposes. I feel free to the degree that I believe this to be true, and enslaved to the degree that I am made to realise that it is not."

Under circumstances of having been given more responsibility, the NGM are required to have business capability. Otherwise, they may not feel freedom. During the late periods, when power increases, the person keeps this as a dream – usually an unconscious one, as the result of experiencing personal mastery. Aspiring to reach a top-level position and renewing a business are the indicators of this. Freedom and responsibility are related to each other in the concern about leadership and the complex situation of simultaneously balancing the roles of owner and manager. It is also more likely to reflect facing uncertainties, for which the individual needs to create or identify the appropriate behaviour patterns. When one has more responsibility, the more likely it is that he/she will experience freedom. On the other hand, responsibilities place a restrictive burden on one's sense of freedom whenever one is not yet capable of conducting business activities.

Freedom to achieve personal mastery is about creating the area for future actions, and one needs to be aware of one's own state of mind. Self-knowledge represents the major part of the ingredients required to create this area. Rogers (1969, 274) argues that, "one cannot live a complete life without personal freedom and responsibility, and that self-understanding and responsible choice make a sharp and measurable difference in the behaviour of the individual." Commitment does have meaning in this context. Personal mastery, representing self-knowledge and 'managing patterns', enables the NGM to validate his/her own commitment to the family business. It is less likely to appear without the experience of feeling free even temporarily. According to Rogers (1969, 275), the individual is subjectively free through choice and responsibility shaping the life; the individual is the architect of him/herself. In other words, the NGM creates their own mastery through analysing themselves and identifying an area for making actions in the context of the future responsibilities that he/she decided to commit to.

Therefore, commitment to a firm requires a personal search for one's own position in order to feel free in different circumstances.

The boundaries emerging in different levels define the circumstances of feeling free in the conditions of inner growth tasks and personal mastery achievement.

It has been proposed here that in the conditions of self-knowledge, the individual is able to learn behaviour patterns in order to succeed in new uncertainties. Therefore, a lack of self-knowledge appears to be an internal boundary in terms of incapability, and it is necessary to manage it before facing the external boundaries. Otherwise one may not feel free from internal boundaries. On the other hand, according to Berlin (1969), one's own capability does not prevent a feeling of freedom if the individuals find, for example, themselves to be sufficient for meeting the needs of their current responsibilities. By this, he refers to accepting weaknesses, which was the case among the NGMs. With the help of non-family mentoring, the individual creates self-knowledge and behaviour patterns independently from parental influence. This reflects freedom to experience personal mastery.

Role balancing in the light of work and in the conditions of the complexities and concerns arising from and about such things as decision-making, indicates the circumstances of boundaries. The source for these comes from the business family influence. It seemed that the NGMs in this study searched for their own position within the frames of both business family and organisation. This is similar to Rogers' (1969, 269) view of freedom, which states that it is a discovery of meaning from within oneself, through listening and understanding complexities of own experiences. The NGM acquires these experiences from daily circumstances. Usually, one has no time to stand aside and concentrate on listening to oneself. Non-family mentoring provides the option to do this, in terms of not only mentoring discussions, but also indirectly effecting intentions towards self-development.

I believe that freedom does not necessarily require boundaries in a physical sense, rather the presence of mental borders in order to find secure limitations. Boundaries are personally evaluated and all the aspects of them are impossible to model in general. At first, one struggles with growth tasks and it is necessary to clarify the meaning of them for oneself. For example, when the NGMs internalise the ownership value and the challenges it will require them to face, they are more likely to accept a parental approach that prioritises the importance of the business. Therefore, this learning eliminates the boundaries when one realises the meaning of ownership. Simultaneously, the NGM rationalises the earlier circumstances of business family. In general, the individual needs to go through the process to emancipate him/herself from previous complications. Otherwise, it is not possible to create one's own area for actions and feel free to achieve personal mastery.

Role balancing is the most complex part of this process of achieving freedom to sense personal mastery. It determines the area in which the NGM will be running the business. The ultimate goal is a state of mind and a personal area in which he/she is able to control personal feelings and aspirations. In the conditions of facing uncertain circumstances, he/she is aware of his/her own weaknesses, i.e. those that direct the intended decision-making. According to Berlin (1969, 134), the conception of freedom derives from views of what constitutes a self. "It is a 'positive' conception of freedom as self-mastery, with

its suggestion of a man divided against himself." Following further, the individual needs to be self-controlled and simultaneously fulfil their desires and passions. This is similar to the circumstances in which the NGM needs to re-evaluate their values in order to enhance their commitment to the firm. Berlin argues that positive freedom is a source for self-mastery in exactly the same manner as personal mastery is used in this study.

It is freedom to achieve personal mastery in which the individual has balanced his/her own aspirations and boundaries.

The use of an outside perspective for the purposes of breaking down the complexities of the growth tasks reflects the need for autonomy at work. Autonomy as a term has associations with total freedom in terms of control and power. This is not similar to the conditions found in this study, since business family is a life-long context. Freedom, here, is quite similar to the concept of autonomy. Rogers (1969, 271) sees freedom as the significance of 'inner autonomy' emphasising the personal and not a clearly measurable level: "The individual who sees himself and his situation clearly and who freely takes responsibility for that self and for that situations is a very different person from the one who is simply in the grip of outside circumstances". Following the conclusion made here and Rogers' view point, the NGMs of this study are able to feel internally free from external pressures – partly because of non-family mentoring – even if they are positioned in the circumstances with business family and stakeholder's pressures.

Role balancing conflict reveals elements of individuation, especially when it comes to concern about the family role. The idea about personal area creation within the achievement of mastery refers to individuation (see e.g. Bowen, in Syme 1999) or a paradox of identity, in which belonging and separation are interplaying (see Hall 2003). Belonging involves commitment, which is also required for personal mastery. One clarifies one's own willingness to enter into the business, and simultaneously, one feels bounded from the perspective of family membership. This provides a need for separation from the family. This represents individuation, which is a never-ending process of creating personal identity. In this study, personal mastery can be seen in comparable way, and freedom from the pressures and restraints of the family connotes separation. However, mastery can be reached even if identity cannot be completely formed. The link between identity and mastery is that the latter one must be experienced before one can say that one occupies the identity of the company owner or manager of the family firm, for example.

In order to solve the complication that arise from the concern about role balancing, more accurate and thorough information is needed about the situations. The more complicated role characteristics are related to all the subsystems of family businesses; these are not all necessarily evident in this study. This was already shown in the use of Handler's (1994) model of different roles. Furthermore, Marin (1994, 20) describes how vague the family environment is, in which a person needs to manage multiple roles;

simultaneously acting as the child, parent, and equal adult. Considering the relation to the business arena, business family members have an even more complex role setting. In this study, role balancing represents both internal and external boundaries for the NGM growth path. As external boundaries, the business family serves as the basic set, through the role of family. To some extent, the negative spirit of a business family has an effect on the climate of the NGM professional growth paths, in which elements of the preparation process (e.g. increase in responsibility) and problem-orientated communication are the most evident motives for non-family mentoring to begin. This follows Siitonen's (1999, 64) conceptualisation. According to him, freedom is essential from the beginning of empowerment creation, and it has close connections to context, climate, affirmativeness, and responsibility (other characteristics of empowerment in his study). As an emotionally rich context, the interrelation of family and business can be seen to be the overall limiting factors to the achievement of personal mastery. In order to face these circumstances, one is required to have the appropriate behaviour patterns, such as that of rationalisation that was acted out amongst the interviewees.

As shown here, the internal boundaries as requirements and 'entrepreneuriality' have arisen from the parental role model effect. Unless their meaning is internalised, the individual does not feel free to process their inner growth tasks, and apply their new abilities in practice. The external boundaries that are experienced are those such as, for example, the limited amount of real power in use. This emerged particularly during the late preparation periods. However, external ones may not be as strong a boundary for freedom as the internal ones. Similarly, Manz (1986, 589) has found that self-constraints such as an inadequate ability or a lack of self-confidence can even produce "greater limitations on one's freedom to behave than rigid external controls." He considers the personal meaningfulness of our own behaviour pattern standards to be more important than standards imposed by someone else. Therefore, the individual should have his/her own future goals or aspirations, which are realistic in the light of personal capability. On the other hand, Chrisman et al. (1998), found that maintaining family relationships is likely to be more important than the competence of the successor. This supports the need for the NGMs' holistic development, which has been shown to be the ideal case in this study. It enables the NGM to feel free to achieve personal mastery.

To follow the ideas of Berlin (1969), there are some prerequisites for experiencing freedom in regards to the personal area creation of the interviewees in this study. These prerequisites can be found from the relationship between personal mastery and freedom as they appeared in the empirical evidence, and following the description of freedom developed by Nash (1966). According to Nash, freedom appears when the individual has aspirations and the gap to achieve them is not too tight. Then, the individual is required to identify his/her own goals for which to reach as well as willingness regarding the future. Throughout the study, the entry decision and concerns about capability were developed during the early periods. Later on, the aim

was to use the given power and to apply the relevant personal capability inactions. In other words, these are personal mastery characteristics, which were developed mostly with the help of non-family mentoring. Simultaneously, commitment as the precondition of personal mastery was deepened. The individual is required to create a personal area in which to realise their own intentions and actions, comprising of both boundaries and challenges. Challenges are temporary circumstances and similar to goal achievement.

Boundaries do not always limit the personal area. Instead, they frame the creation of the area. This is a basis of rationalisation, which enables easier decision-making. This is required in order to feel free. On the other hand, the boundaries, which are the negation of our values, such as business priority during the early periods, do limit the individual freedom. According to Berlin (1969, 74), if there are some laws, which do not concern the actions or issues that the individual is not aspiring to, then these boundaries do not limit the freedom of this particular individual. The reason for this is that the individual is rational. This, again, indicates that the boundaries, and freedom also, are personal experiences, and it is difficult to determine standards for experiencing freedom. Furthermore, it is discovering rationalisation that frames one's personal area from boundaries. Therefore, the following proposition is set:

The experience of freedom requires a certain kind of rational state of existence that only the individual him/herself can define.

Rationalisation is a method of managing uncertainties. It appears when one evaluates one's own values, in order to face the circumstances in which the different views can be present. Both the business family and working environment represent these circumstances. Since rationalisation seems to be the driving force behind personal mastery, is it always required to be rational? According to Michael, he has courage enough to achieve his aspirations relating to the firm's strategy excluding the possible boundaries that the predecessor or family may create. Since he has had no mentors previously, does this mean that when commanding the patterns of rationalisation, the individual may not need mentoring? Sarah's evidence supports this, because her mentorship was no longer a necessity until she internalised rationalisation as her behaviour pattern in approaching the future challenges. Following these late period experiences, both external advisors and non-family mentoring has the task of helping the NGM to see business from a rational perspective, and this enables the NGM to emancipate themselves from business family influence.

The individuals going through their early periods are not able yet to rationalise their thinking. Especially during early socialisation periods, they assume that personal mastery will be reached by searching for information about the environment. This appeared to require self-knowledge and self-'managing patterns' first. Moreover, a search for information indicated their freedom intentions. Similarly, Berlin (1969) defines rational behaviour through the existence of particular characteristics, which were apparent in this study as well. He remarks:

“That I am rational – that is, that I can understand or know (or at least form a correct belief about) why I do what I do, that is, distinguishing between acting (which entails making choices, forming intentions, pursuing goals) and merely behaving (that is, being acted upon by causes the operations of which may be unknown to me or unlikely to be affected by my wishes or attitudes) – then it will follow that knowledge of the relevant facts – about external world, other persons and my own nature – will remove impediments to my policies that are due to ignorance and delusion” (Berlin 1969, 173).

This view supports the idea that rationalisation is related to being privy to the facts and cognisant of one’s own abilities. The NGMs assume that it results in personal freedom. The emotions in conflict are perceived as a necessity, and there is an intention to rationalise them. Because non-family mentoring provided aid for this concern, it is proposed that it supports the process of rationalisation.

The mastered NGMs are ready to confront new challenges in both organisation and family relations. This, however, reflects independence and autonomy from the family, which is part of the developmental stage. One needs to figure out how to create personal mastery during the different transitional changes. It is broadly known that before moving onto a new level, one needs to understand and solve the problems stemming from the current circumstances (see e.g. Handler & Kram 1988). Moreover, and similar to Kram’s finding (1983), in the time span of a mentorship, the mentee begins to feel advanced and more autonomous, and then he/she will no longer look for senior guidance. In other words, the NGM aims towards being independent from any caring support, and personal mastery is the ultimate stage of preparing oneself to do this. Feeling personally free is a force in this equation, and it is possible with the help of non-family mentoring.

However, it was shown that not all of the NGMs searched for freedom in a conscious way. Some other needs, such as gaining information seemed to be of prior interest, especially for socialising purposes during the early periods. This reflects the need for personal freedom through growth. The late period representatives seemed to prefer room to carry out actions, such as applying their own ideas to practice (business renewal and best practices), than personal freedom in terms of knowing oneself. Similarly, Berlin (1969, 124) mentions that, “individual freedom is not everyone’s primary need. For freedom is not the mere absence of frustration of whatever kind.” He also adds that, “the minimum freedom that he needs today, and the greater degree of freedom that he may need tomorrow, is not some species of freedom peculiar to him, but identical with that of other professionals.” This raises the question of priorities as well as a different focus in terms of freedom. In this study, the period differences revealed that those successors with an unprepared sense of self were not anxious to achieve freedom. Until the individual has self-confidence and the behaviour patterns for facing future challenges, the freedom to work out strategies are of primary importance.

Freedom to act will not be experienced until one is capable of identifying one's own personal freedom. Then, the experience of freedom is different today when compared to tomorrow, and it has several different meanings.

Following the priority principle, personal mastery turns out to be the precondition for aiming concretely at freedom. It was possible after the NGM knew him/herself, created know-how patterns and was able to clarify the multiple roles. As shown in this study, there are other goals to achieve than only those of renewing the business or reaching the highest position in the firm, which are the ultimate and the most concrete embodiments of freedom. This, again, is parallel to what Berlin (1980, 125) means, when he notes that freedom is not the only goal of men. This reveals one reason for the impermanence of the experiencing of freedom. People have different goals in different time periods in their life. Achieving freedom may not be that conscious a need during early periods of preparation. They are more likely to approach personal capability first, which does, however, enables them to feel free. Not only receiving knowledge and internalising it but also self-knowledge reflects the achievement of freedom.

Thus, the NGM still needs to consider the boundaries influencing the possible outcomes after an action has been made. First, and with the assistance of his/her mentor, the successor determined his/her own weaknesses and professional strengths by using the method of self-reflection. Especially during the late periods, applying rationalisation was also significant in this process. As an ultimate developmental goal, it turned out to be sign that the NGM was aiming at self-directness, in terms of decision-makings, as well as methods for meeting further developmental needs. Berlin (1969, 131) expresses the notion that freedom, "derives from the wish on the part of the individual to be his own master." His statement, below, corresponds to what role, and the impact of that role, non-family mentoring actually plays considering the ultimate growth task -freedom to own mastery.

"I wish my life and decisions to depend on myself, not on external forces of whatever kind. I wish to be an instrument of my own, not of other men's acts of will. I wish to be subject, not an object; to be moved by reasons, by conscious purposes, which are my own, not by causes which affect me, as it were, from outside". (Berlin 1969, 131)

The essence of experiencing mastery with the help of non-family mentoring refers to 'unreal' moment. The individual would like to make their own decisions and stand up for them. Therefore, the NGMs respected non-family mentoring because it afforded them a forum in which he/she experienced acceptance. In other words, the mentor showed interest toward their developmental concerns and needs. However, mentoring circumstances were 'unreal' because one could not make decisions there. It was more important to notice that the NGM did not feel that they had real responsibility during mentoring discussions. Although, they could practice controlling and regulating issues. Then, also in realistic circumstances at work, the NGM aims at being able to put their self-control into practice.

To conclude, Rogers (1969, 120) listed the significant learning outcomes acquired from the climate described above: “independence, self-initiated and responsible learning, release of creativity, a tendency to become more of a person.” The similar link between non-family mentoring and personal mastery appeared in this study. In other words, the listed learning outcomes, as elements of personal mastery, were reached with the help of non-family mentoring, the climate of which provided freedom. The meaning of this will be discussed later.

6.2 Non-family mentoring for exercising freedom

The discussion about non-family mentoring revealed the importance of trustful mentorship and the forum in which discussions are conducted. In Chapter 4, it was concluded that only a forum with a positive spirit and freedom for a mentee’s expression facilitates their learning. This link is focused on in more detailed in this section. The basis for the choice of the term ‘exercising freedom’ can be found in the relevance of the learning environment. Nash (1966, 128) distinguished two meanings for the term freedom in education: 1) Freedom as a means to encourage effective learning and independent self-activity. This is consistent with the view of mentoring as an educational approach that was discussed in this study. 2) Freedom, as an end in and of itself, is the condition of the whole person as influenced by the educational process, which exists in personal mastery. In this section, freedom is discussed as the means, because it appeared to be essential in regard to the meaning of exercising freedom.

There are currently no studies that focus on mentoring as a learning environment and its use for exercising freedom. However, Mullen (1994, 265) has suggested, in her conceptualisation that, “a mentoring relationship can provide a ‘safe heaven’ for seeking information or feedback, particularly for the protégé.” This is consistent with the idea here, that the goal orientations, especially the permitted self-expression of the mentee, provide an essential learning environment. The requirements refer to both partners being involved in this kind of learning environment. Field (1997, 26) states: “You and your mentor need to share an understanding of the process of development, and consequently both work within a common framework of means and ends.” This supports mentoring, as an educational approach, in working as the frame for processing inner growth issues.

The interviewees have had different reasons for conducting non-family mentoring, and this mainly determines the direction in which it goes and the content of the discussions. For example, a non-family mentor might have been helpful in resolving the matter about the entry decision. Mentors who were involved in the particular business were especially supportive in meeting the needs of culture adaptation. Non-family mentoring was also needed when the NGMs were taking over a powerful position in the firm. As the interviewees

explained, the shared understanding about the purpose of mentoring, and the personal developmental goals that were set together, facilitated their growth process. This provided the opportunity for exercising freedom, which in turn empowered the mentee to be able to successfully achieve self-mastery.

One important element of non-family mentoring was trust in the mentorship and expression forum as sites for conducting constructive interaction. Rogers (1969, 114) expresses the view that the element of trust is important in terms of facilitating another person's learning. He notes that, "If I trust the capacity of the human individual for developing his own potentiality, then I can provide him with many opportunities and permit him to choose his own way and his own direction in his learning." Furthermore, Rogers argues for developing a quality of climate in the learning situation, and a quality of personal relationship with the learners. Only this will permit the learner's "wish to learn, endeavour to master, move toward self-discipline." According to him (1969, 115), the educator creates such a climate by his/her own achievement of "realness, prizing, caring and empathy, respect, and trusting the tendency of individual." And above all, according to Rogers (1969, 120), the most important thing is, creating a climate of freedom, which will stimulate self-initiated learning and growth. The learner is trusted to develop. The educator's task is to release the potential of the learner through such means as, for example, listening. Therefore, the educator is no longer referred to as a teacher but rather a "catalyzer, facilitator, giving freedom and life and the opportunity to learn, to learners" (Rogers 1969, 126). The same can be said to be the case of non-family mentors in this study.

Mentoring is based on 'unreal' circumstances in which exercising freedom requires trust between the partners involved. Trust should be understood in a pedagogical sense. In Siitonen's (1999) study, trust was one characteristic of empowerment similarly to freedom. However, he found only a weak link between these two characteristics. This may be due to his different focus when studying teacher-students' professional growth solely in their work context (reality).

In this study, non-family mentoring is focused on as something that exists outside of the working context, which indicates its 'unreality' instead of reality, from the learners' point of view.

Freedom facilitates personal growth and learning when it is experienced in temporary circumstances. This means that the learners use the forum of expression as a source for growth, especially during late preparation periods. At work, achieving one's own mastery reveals the difficulty of role balancing and creating one's own managing behaviour patterns. These requirements were dealt with by the non-family mentor. Therefore, the real working context contrasts to the circumstances during non-family mentoring. Interestingly, Siitonen (1999) also found freedom as one essential characteristic concerning professional growth and personal empowerment involved in it. Compared to his results, the essential difference is that teacher students were empowered in

real situations with real responsibilities, and 'unreal' circumstances were not considered.

Siitonen (1999) categorised freedom through concepts such as freedom of choice, voluntariness, suitability, freedom of action, independence, and self-control. Regarding the feeling of being empowered, one has freedom to choose a learning context and forum to practice teaching, which are, however, 'real' circumstances. He argued that familiarity and safety were requirements for the suitability of the context in order to support and maintain the feeling of empowerment. Additionally, both autonomy and volunteering in a decision-making matter were related to commitment, which enabled them to make the best of themselves. Due to these elements, the student-teachers could test their own capability with the feeling of personal responsibility (and not as responsibility for someone else), which revealed their courage. In this way, the teacher-student felt self-control, which in turn supported self-confidence, and furthermore strengthened the feeling of empowerment. As shown here, Siitonen found characteristics equal to the characteristics of personal mastery in this study. It is argued here that, not only the learning environment but also the interaction between the partners facilitates learning and enables the appearance of one's own professional role. Personal mastery is experienced in both 'unreal' and 'real life' circumstances. It is required to be maintained - or re-created - constantly, balancing the internal and external boundaries. It is more unpredictable in a business context than in the classroom, in which the professional role is more stable due to the same participants (students) being faced daily. It should be remembered that different contexts have relevance for personal and professional growth.

Not only the context distinguishes the appearance of freedom, but also the interaction and existence of the partners in the relationship. A mentor as the role model is enough to meet the requirements of being a mentor, but also the style he/she uses in the mentorship is considered to be important. The mentor may have a good professional reputation, as was so in Tanya's case, but it is preferable that this is consistent with the mentee's own evaluation of the mentor's credibility. In other words, the mentor performing well his/her work does not guarantee that he/she will be appropriate and acceptable as a mentor due to professionalism alone. This is similar to Braund's view (2001, 194). Braund has stated, based on his teacher mentoring study, that a "good practitioner does not necessarily mean that you are good at passing on what you know and understand about your craft." This raises the important conditional element of mentoring, which is the mentor's position of responsibility outside the work conditions. The question here, is if the dual role of the mentor may limit the degree of exercise freedom? Considering the previously discussed dual role involvement of the CEO-mentors, the learner may, to some extent, experience freedom differently when compared to those with external mentors. Here it was shown that the NGMs were anxious to receive and deal with the knowledge. If it is knowledge that makes them free, then this follows Berlin's (1969) principle, according to which, knowledge

makes one free due to its effect of eliminating irrational fears. Since the interviewees' uncertainties are based on managing emotional issues, knowledge as a rational element can then remove the fear. Simultaneously, the individual creates the pattern of rationalisation as it may help in the future as well.

In this study, the mentor was respected and trusted through several attributes or characteristics. They were considered to be important in terms of creating trust and an expression forum for the purpose of inner growth. Rogers (1969) also identified some qualities that were essential to those who were successful in facilitating learning. According to him, an educator's attitudinal quality in the interpersonal relationship is one condition for facilitating learning. He covers four different qualities, which can be also identified in the data here. The most important of these is the 'realness' or 'genuineness' of the facilitator. This means that a facilitator is a real person, entering into a relationship without presenting a role or status. It requires a person to be him/herself and not to deny him/herself. In this study, the mentee perceived the mentor as a both a person and a professional, as someone who invests his/her own time in addressing the mentee's needs and concerns. For example, knowledge was tailored to his/her needs, which supports the argument that the mentor was showing interest in the mentee. Furthermore, Rogers (1969) labels prizing, acceptance and trust as being indicative of non-possessive caring. This is acceptance of the other as a separate person, and a belief that the other is fundamentally trustworthy. These are the facilitator's operational expressions of confidence and trust in the capacity of the learner. Non-family mentoring has a trust element, which is also created through the mentor's style, such as showing interest and care. The reason why the latter one may not be possible is that the business parent has a lack of seeing potential in the NGM. In that condition, there is no trust within the relationship.

Rogers (1969) sees *empathic understanding* that establishes a climate for self-initiated, experiential learning. This means the attitude of walking in the other person's shoes, of viewing the world through the learner's eyes. The learners should be understood from their own point of view instead of always being evaluated or judged. Since it is usually not the case in family relations, the non-family mentor's task is to believe in the mentee's potential. This is shown when the mentor gives realistic feedback and challenges them to undertake self-reflection. The business parent in turn gives critical feedback and, in some cases, he/she may be incapable of standing in the NGM's shoes due to his/her own strong (personal) history or 'backage'.

Non-family mentoring provides an appropriate spirit for learning, something that was perceived positively.

Learning in an interpersonal relationship is fruitful when one feels really cared for, accepted and valued in terms of being a person instead for his/her achievements. This is about positive feelings, which are not dangerous either to give or receive. There is a myth of the other one controlling and setting demands. In getting over this myth, one becomes more able to appreciate

others. The others are left alone instead of being controlled, and this is fully appreciated. Rogers (1969) finds this to be one of the most growth-promoting experiences, with the learner blooming and developing his/her unique sense of self (ibid. 236). This demonstrates freedom in learning environment, which also means distance from work in terms of the physical location of the mentoring discussions and the forum for expressing oneself.

Non-family mentoring provides an open, trustful and a free forum for testing one's own ideas in order to strengthen one's own capability in 'unreal' circumstances. This seemed not to be purposeful within the business parent discussion. Cosier and Ruble (1981) have had similar findings, in which the competitive forcing and manipulation (stronger terms than are used here) does not allow another person to test out their ideas, but instead this approach can. This explains why the business parent may not be an appropriate partner in discussing uncertainty concerns, and furthermore, he/she would not serve as an acceptable role model through this kind of parental approach. This - with other reasons - supports the business family influence as the constraint against exercising freedom. However, it does not let us make the judgment that the business family, as a learning environment would not be possible. Considering the adulthood period of the interviewee's development, we may conclude that an outside perspective provides temporary need to see and learn from outside in, so to speak. This is related to the typical developmental period of searching for independence from the family and autonomy in business practice. These are less likely to be possible within family and business interrelation.

It is common that a mentee needs to be open and speak up about the current concerns or problems being faced. Notable here is that mentoring is not for solving problems, which a mentee is required to do independently. This means that problems will be discussed in such a way that the outcome of the discussion is not a solution for a problem. In some cases a mentor is capable of have an idea about a mentee's problems, something that needs to be discussed. A trusting and close relationship is a necessity feeling free to communicate. As shown previously in this report, the mentees were challenged to undertake self-reflection within mentoring discussion also, in terms of, for example, evaluating values and benchmarking ideas. Idea testing is often mentioned in mentoring literature (see e.g. Lewis 1996; Clutterback 1998). According to Lucas (1998, 46), for example, coping with one's own feelings is affected by the limits of the social and physical context of the meeting place. Rogers (1969) states that the environment in which learning should take place does matter. According to him, there should be '*freedom to learn*'. This, in turn, determines the effectiveness of non-family mentoring since it is, additional to other characteristics, conducted out of work office.

This is an educator's ability to permit freedom to others, i.e. unleashing freedom for others (Rogers 1969, 252). It is creating a climate in which learners can be and direct themselves. The first reaction (from a pedagogical point of view) is suspicious; the learners cannot be free if they are evaluated and judged (typically to school systems). Having trust in a relationship without evaluation

allows the freedom of the NGM to be unleashed. Individuals who pursue their own goals and purposes can be thought of as explorers. It is a natural intention to search for the meaning of life in the work they are doing, and they process twice as much without any external requirements. It is then education, which is, as should be, an exciting quest and not the accumulating of facts that soon would be out-dated and forgotten. The learners “become persons living in process, able to live a changing life” (ibid. 252). Rogers sees the climate of freedom as being one of the most precious parts of himself that he carries around with himself. This is an argument for the non-family mentor giving freedom, which enables the mentee to express him/herself. This, however, is not possible without full trust in and between the partners. Therefore, it is proposed in following way:

In order to facilitate others' learning, both trust and freedom are required in regards to mentorship.

6.3 Freedom from business family influence

Previous discussions already argue for business family influence providing mainly external boundaries to the one feeling free, independent or having autonomy. This section goes into this discussion in more detail. Experiencing personal mastery reflects the different growth tasks being fulfilled within non-family mentoring. The NGM's' business parent has been a support in this matter during early socialisation, but the non-family mentor's supportive role is emphasised during both early and late periods of preparation of becoming a successor who is in command of him/herself. Freedom is related to one's position in the particular personal area that is not distracted by the external environment, such as a business family.

There were already some points in the personal mastery discussion about one who struggles with external boundaries regarding freedom. This is described in a comparable way to that of Berlin's (1969, 121-122) theory of a positive sense of freedom. Positive sense is described as the response to the question of “What, or who, is the source of control or interference that can determine someone to do, or be, this rather than that?” This refers to the influence of a business family. Berlin's negative sense of freedom is closely related to personal mastery through the response to the question of a need for personal area creation. The two questions are different, even though the answers may overlap. This is seen throughout the previously discussed issue of freedom to achieve personal mastery, and additionally this chapter deals with an issue of freedom from business family influence.¹⁹

¹⁹ Notable is that the NGMs perceived business family influence as negative (see Chapter 3), and Berlin's idea of positive freedom does not mean the same. However, similar trend is found when summarising business family providing uncomfortable

Preventing freedom, the source of control arose from the talks about succession signals, business parenting and communication within the family. They all represented realistic circumstances, as opposed to the mentoring forum discussed previously. The NGMs needed to face emotional issues, such as their business parent's pain of letting go the business operations. They used personal mastery within renewing the business. This indicates their feeling of freedom during the late period. Furthermore, business parenting represents realistic circumstances of providing confusion and feelings of dissatisfaction. The NGMs hardly ever get positive comments, and they disliked continuous critical feedback, which most often focused on their business operations. To some extent, there did not seem to be room for failures, and the NGM did not believe in the parental guidance.

The third source of controlling one's freedom is the circumstances of family communication. It reflected negative spirit due to its problem-orientation and the strict language of the partners when they communicated in both personal and professional contexts. They are less likely to differentiate their roles of family and business. The early representatives commented on this as a need for role differentiation. It is a negative spirit, which creates external boundaries and the circumstances worth avoiding. On the other hand, the NGMs were aware of the life-long duty to face family communication. This revealed a need to create a personal area for thinking and actions, and where one is capable to confront uncomfortable feelings. As shown in this study, non-family mentoring provided an opposite forum for free expression with a positive spirit.

Therefore, it is worth proposing that there are several elements of providing external boundaries, which refer to the need for non-family mentoring.

Preparation characteristics, such as early socialisation, formal education and variety of working experience, do not strictly create external boundaries. Instead, the periods of preparation frame the area creation of the NGMs and enable external boundaries to be identified. The NGMs were also given choices for a career and job position in a particular firm in order to adapt to its culture. This appeared mainly during the early periods of the preparation process. Later, until responsibility increased and the option to use power came into view, the NGM recognised external boundaries and the requirement to face them. However, freedom has a different meaning regarding the different time periods. The individual did not prefer to have room until he/she recognised his/her own capabilities and the achievement of personal mastery. Therefore, experiencing freedom from external boundaries became identified as something comfortable mainly during the late preparation period.

Business parenting represents realistic circumstances also in terms of providing the internal conflicts of the NGMs. This is due to their testing ideas that are more likely to result in a reaction of resistance to change. The NGM

feelings and positive sense of freedom reflecting unfortunate involvement of somebody's control.

mainly faced internal conflicts when avoiding concrete ones. This prevents them from feeling free in the given circumstances. They faced, again, a need to create personal circumstances in which to enact self-control. This included similar mastery components than those that have been discussed earlier in this report, such as behaviour patterns. In other words, external boundaries, such as concern about role balancing, and the need for facing uncertainties in the future, are more likely to be influenced by the interrelation of business and family.

What is freedom from business family influence? The discussion about external boundaries is related to the idea of Berlin's (1980, 47-48) negative sense of freedom, which he explains as a response to that which is an area without the interference of others. His basic idea of freedom is that there is no such thing as freedom without any boundaries. Instead, the boundaries are necessarily required in order to experience freedom.

This is a question of personal area creation in order to understand freedom from boundaries. In other words, the business and family interrelation is required in order to enable the realisation of personal mastery. Therefore, the previously mentioned sources of control provide boundaries. However, it is possible to feel free in a business family context, but one needs to face and internalise the boundaries in one's own area.

External boundaries allow personal area creation. According to Berlin (1969, 123), being free means not being interfered with by others. This, however, does not mean that, for example, other family relations could not interfere at some point in time, even if their support was perceived to be valuable. It is an individual him/herself that determines these boundaries. Therefore, the boundaries, which are given, are less likely to be accepted, and they prevent one's freedom, such as family membership. On the other hand, the others outside of one's personal area may prevent one's experience of freedom. For example, these are such things as the assumed expectations of the business parent or others limit personal freedom. Further examples are things such as the value of hard work, i.e. business priority, expected 'entrepreneuriality' and issues around succession planning.

Until the expectations were identified and managed, freedom was not available in this matter.

On the other hand, external boundaries, such as family culture, are a necessity. The individual cannot create or define a personal area for freedom without facing the limitations first. Therefore, the NGM is, to some extent, dependent on this existence. For example, family communication is disruptive in the sense that the NGM is not able to have an influence on these circumstances. This is at least the case when the NGM does not have conviction in the eyes of the more experienced representatives. Berlin's (1969) description is equal to disruptive family communication. According to him, at its very base is the notion that an individual is dependent on his/her environment, and thus, the determinants of this area for actions combine in all the possible interaction. However, it seems

that the previous generation are directed towards a different area than that which the next generation aims to create. The element of communication revealed this as well. When this is different from the desires of the next generation, the conflicts are more likely to be present. This means that there is no freedom in the conditions of someone else trying to frame the particular area. It appears that there is a risk to feel humiliated, in a similar way to when Berlin (1969, 122) states: "if this area is contracted by other men beyond a certain minimum, I can be described as being coerced". This happens within the family environment, in which critical feedback and other negatively orientated family elements are most often present, and when the NGM prefers to find room for his/her own developmental and business aims.

As long as the desires and needs are fulfilled, the individual is able to experience freedom. If not, it is more likely that the non-family mentoring provides an appropriate option for one to achieve a sense of freedom.

External boundaries comprise merely the influence of a business family. The emphasis is on business parenting, which reflects the family culture element in this study. The external business environment, such as stakeholders, does not seem to be essential in terms of the boundaries along which the NGM's preparation process is governed. This is in contrast to studies in which the freedom to act is limited by environmental factors, such as laws and stakeholders, and ownership as well as power is highlighted as a determinant of freedom (see e.g. Wahlgren 2000; Gallo, Corbetta, Dyer, Tomaselli, Montemerlo and Cappuyns 2001). For example, Wahlgren (2000) refers to elements in the external social environment, which is also considered as a significant source of dependence, such as business laws, norms, and politics. Because these formal issues are not easily changeable, they need to be internalised and accepted. Within a family and business forum, they mostly refer to the cultural conditions in which unwritten laws and the predecessor's role are emphasised. In order to experience freedom, the individual is aware of his/her own personal area and external boundaries. He/she is more likely to be capable of controlling them internally. Instead, internal boundaries, referring to professional incapability, seemed to be important in reaching the goal of personal mastery. In other words, the business family, as representative of the external boundary, raises the concerns about internal boundaries that need to be managed as well.

The talk about business parenting raised some signs of distrust, which in turn prevented personal freedom. Vicky, for example, felt distrusted when her father did not give business information. Instead, she respected her mentor due to the fact that she received knowledge about the particular business. In this study, freedom is valued by the individuals, such as the non-family mentor or environment as learning source, instead of a cultural value of collective group, such as a business family. In the Gallo et al.'s study (2001, 29), freedom was defined as "the trait of a family system that is accepting and supportive of family member's choices, even when such choices are dissonant with the family

interest." I see this perspective as an issue of culture. They found 'bad acts of freedom' decreasing love and trust in family business. These acts were, similar to those experienced by Vicky.

I propose that one achieves a personal sense of freedom, which is not similar to cultural values that is usually understood in the fields. Instead, freedom as the feeling is emphasised in this matter.

In my opinion, pure autonomy or independence or total freedom may not be possible within a family business context. Dependence is maintained due to economic reasons, for at least as long as the family members share the ownership. Then, freedom is limited from the actions that may harm the other owners' advantages. Similarly, Berlin (1969, 122) argues that the individual is normally free to the degree that nobody else interferes with his/her activities. On the other hand, his statement is close to being in conflict with the previous discussion about the necessity of boundaries. It is a question of the ideal combination of freedom and boundaries, which always seems to be a personal view. Berlin speculated, referring to the work of some English philosophers, that an area of freedom cannot be unlimited. This is so, because "if it were, it would entail a state in which all men could boundlessly interfere with all other men; and this kind of 'natural' freedom would lead to social chaos in which men's minimum needs would not be satisfied; or else the liberties of the weak would be suppressed by the strong" (cited in Berlin 1980, 123). This is usually the case during the early period, when one does not identify one's own aspirations and capability, and when there are boundless possible career choices. As shown in this study, the NGM is not necessarily comfortable with the feeling in these circumstances. This shows the existence of freedom without boundaries.

The strongest factors interfering with one's sense of freedom are the others who hold power. The business parents and other previous generation family members have more freedom than the NGMs. However, they accept this boundary. Avoiding the chaos, based on their uncertain circumstances, they approach security through patterns workable as a frame for feeling freedom. In this way, uncertainties prevent one's feeling of freedom. On the other hand, uncertainties are necessary to exist in order to experience personal mastery and freedom from constraints. Therefore, managing uncertainties representing the boundaries is related to searching for freedom.

There exists no freedom without any boundaries.

It is worth asking who has the power to have control over the individual (positive sense of freedom by Berlin 1969, 123)? As shown in this chapter, the business parent represents the most concrete source of attempts to control the next generation. One can only speculate if this is due to the nature of the patriarchal entrepreneur (founder) or predecessors' pain of letting go. This shows that the need for managing emotions and uncertainties is deeply involved in the next generation's preparation issues. Lansberg (1988) suggests

that the whole family should be aware of the founder's emotional difficulties. Thus, both generation members are suggested to be also aware of their own emotional disturbance, since it is involved in the sum of all the succession issues. Succession is mainly the process in which the NGM needs to self-manage his/her growth path. Simultaneously he/she needs to consider the career stage concerns of the predecessor. Ciampa and Watkins (1999) explained this as the successors' dilemma in the way they are incapable of managing their own emotions. They suggested looking for an outside perspective in order to identify these very circumstances. This supports the argument behind why non-family mentoring helps with self-managing issues. Moreover, unmanaged emotions are more likely to prevent one's feeling of freedom.

The discussion about the internal conflicts of the NGMs revealed uncomfortable circumstances during both preparation periods. As shown in this study, the business family as the emotionally rich circumstances may prevent fulfilment of growth tasks. This came out among the need for testing ideas, which was not preferable within family circumstances due to a fear of criticism. During the early periods, the NGM was unprepared to face the business family since it was negatively orientated environment. During the late period, personal mastery enabled them to cope with emotions and internal conflicts. Non-family mentoring was particularly shown to have the task of helping the NGM to identify the relevant self-managing patterns. Already in 1971, Levinson gave advice for successors in order to face business family conflicts (not only internal ones). According to him (*ibid.* p. 96), a successor "must quietly and with dignity...apprise his father of the realities -that he needs an area of freedom and an independent medium to develop skills and responsibilities." This is a similar view to that which the NGMs experienced in this study when they turned to a non-family mentor. Moreover, Levinson suggests that the successor be given an opportunity to fulfil this need either within a business framework or outside it. This study has shown that non-family mentoring is one remarkable opportunity for meeting the previously mentioned need, i.e. facilitating the creation of a personal area for freedom to achieve personal mastery. However, the NGMs who had already identified their mastery were able to fulfil this need independently. This is an ultimate goal of mentorship since the feeling of freedom is possible to acquire without another person's help.

The emotional element within the self is the natural part of human nature. When this is accepted and managed, the individual is able to differentiate him/herself from the environment in which they have grown up. Here, the business family influence as the environment corresponds to the external boundaries of the interviewees. Its emotional emphasis is seen in rationalising intentions. Levinson (1971, 98) says that if one has problems with a family business context, they should solve or otherwise feel bound to the organisation.

In order "to free him/herself to make choices about what he/she wants to do, he/she must talk his feelings out with his rival in the organisation, which is best done in the presence of a neutral third person... This will reduce sufficiently the intensity of the

emotions generated by the problem, so that he can see possible alternatives more clearly and make choices more freely."

Following this proposal and the essence of non-family mentoring as modelled in this study, an outside perspective has relevance in preparing the next generation for facing future challenges.

Considering the business family circumstances, the NGM feels free when he/she is removed from this emotional effect. This was able first through the mentoring moments, and later on in personal mastery achievement, through self-knowledge and self-management ability. Maurice Cranston (cited in Nash 1966, 227) has stated that, "freedom from the constraints that emanate from the non-rational parts of our own nature (business family influence) is indeed the most important freedom we can have or strive for." Considering the meaning of non-family mentoring as the free forum, one may feel free even as the member of a business family, especially when understanding and accepting this to be a life-long membership in the context of a family business career. Therefore, freedom in this matter is a temporary need until it is possible to gain the feeling through such means as self-control.

As already stated, the conflicts within self and family should not be avoided. They need to be managed through open communication and the appropriate behaviour patterns, as discussed within the section about personal mastery. This enables the NGMs to feel free even they are confronted by the family as a life-long challenge. As Burgess stated in 1926:

"The family does not base its existence on harmonious relationships between its members, nor will it necessarily fall apart due to conflicts between its members. The family will exist as long as there is mutual interaction between its members and only the discontinuation of this interaction will lead to "the death" of the family." (in Gerris 1994, 159).

To conclude, the NGM is not able to totally outsource him/herself from the business family. Instead, he/she has the option of feeling temporarily free from the influence of family. This is shown to be the reason why non-family mentoring is experienced as a free forum in which to express oneself or gain the necessary information in terms of developing business competence. Business family culture in overall represents external boundaries for the NGM being totally free. In a similar way to that of early socialisation, these boundaries have been already internalised by the NGM. The intentions or aspirations of the individuals direct the creation of an area for freedom in which boundaries either limit or permit certain actions. The boundaries, as consciously set, owing to the good intentions of the business and family, the individual has already understood in such a way as not to limit their actions. The limits and freedom, in terms of personal area creation, are recognised through learning and the fulfilment of growth tasks. According to this study, non-family mentoring provides this as part of its educational approach.

7 A NEW LOOK AT NEXT GENERATION MENTORING

In this chapter, the previously discussed essences are positioned in the fields of both mentoring and family business studies and practices. Here it is proposed a substantive theory and a definition of mentoring. Some practical implications, such as the three types of non-family mentoring, as well as some principles for conducting it are also presented. It should be noted that the recommendations are described in terms of the ideal circumstances of mentoring. Additionally, business parenting and non-family mentoring are introduced as comparative setting since they already appeared to be relevant during the preliminary interpretations. The discussion here ends by revisiting some conclusions.

7.1 A substantive theory of non-family mentoring as a catalyst

In this section, the previous discussion is summarised and developed into a substantive theory in Figure 6. In other words, all the categories of this study are integrated to form an overall picture of the essence of non-family mentoring. This, then, covers the idea of business family influence (upper arrow) in interrelation with personal mastery achievement (lower arrow). The overall and ultimate purpose of non-family mentoring is that it is a catalyst²⁰ enabling change in terms of individual development. In other words, it has an impact on the achievement of personal mastery throughout the preparation process in which the business family has a temporary influence. Firstly, exercising freedom is required in order to develop personal capability.

²⁰ According to dictionary, catalyst means a “thing or action that causes change”. Following this definition, non-family mentoring is equal to a catalyst, an activity facilitating an individual’s growth and development. Without its effect, a similar development path of the NGMs does not necessarily exist.

Secondly, the NGM unconsciously achieves freedom in order to feel independent from the business family. Then, both of these are interrelated to each other, and one alone is not enough in terms of preparing oneself as a family business successor.

In Figure 6, the external environment is equal to the business family influence and its elements discussed in this study. The external environment includes the elements of the following two levels of both business family and the work community. These two are in a constant interdependence with the goals of the individual's own tasks of growth that refer to personal mastery. They have also been, to some extent, disruptive to the freedom of the NGMs. During the early periods, there is too much freedom for actions, which one is incapable to conduct. In these conditions, the individual does not recognise his/her own area for business. This indicates the intervening condition when following Berlin's (1969, 123) statement that "*the wider the area of non-interference the wider my freedom.*" The NGM is able to realise freedom during the late periods, when the individual feels free after he/she has left behind the times of struggling to search for independence from the family. This requires accepting the life-long circumstances of dealing with business family influence. Therefore, the individual understands that they have to concentrate on creating a personal area for freedom, i.e. a place in which to achieve personal mastery.

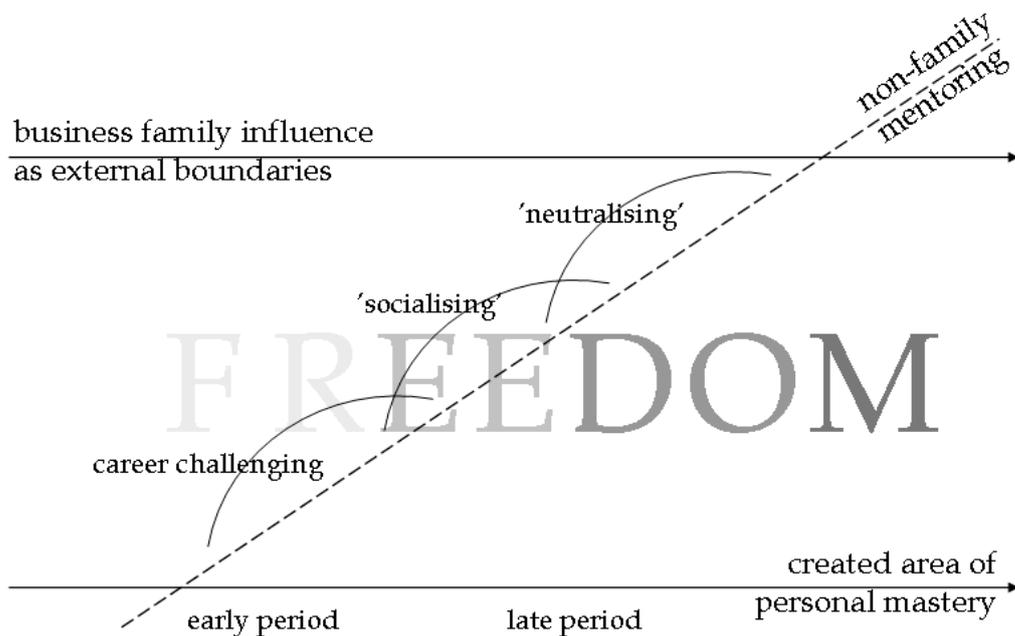


FIGURE 6 Theorising the essence of non-family mentoring

The cross-line that depicts non-family mentoring explicates the current purposes for the approach taken. The purposes of non-family mentoring, such as career challenging, socialising and neutralising will be presented in more

detailed in the next chapter. They follow the periods of preparation of the successor and change as the process moves ahead. The figure illustrates a mentorship or several mentorships processed in a chronological order however, no clear starting or end-point occurs. Usually, before the implementation or identifying of mentoring, the external environment of the successor has a domineering effect. In that case, the individual's feeling of mastery is minimal, as the operations are guided by the external boundaries, and since the NGM is not capable enough at work. The further the individual proceeds in his/her professional and inner growth, in most stages with the help of non-family mentoring, the more powerful the feeling of personal mastery experienced by the individual becomes. The individual experiences that the meaning of the external environment is easier to control, though in reality it is usually more multidimensional as liabilities increase. The paradox is, thus, that although in reality the external environment restricts the individual ever increasingly along the process, the individual experiences that he/she has fewer and fewer restrictions. Thus, personal mastery increases along the inner growth and professional experiences. As the individual feels that he controls himself in the midst of external restrictions, the question is about the exploitation of personal freedom as a source and of overcoming, or of the acceptance of the restrictions of the external environment. To conclude, Rogers puts into words the facilitating freedom of inner growth tasks, such as non-family mentoring, in order to gain personal mastery:

"The person who is free within himself, who is open to his experience, who has a sense of his own freedom and responsible choice, is not nearly so likely to be controlled by his environment as is the person who lack these qualities" (Rogers 1969, 270).

Non-family mentoring is shown to be a valuable catalyst in facilitating growth tasks directly or indirectly. The direct effect arises when non-family mentoring provides a forum for exercising freedom from the business family involvement. The mentee practiced his/her capability. The indirect effect of non-family mentoring means creating area of personal mastery, which reflects internal freedom from the external boundaries that business family circumstances represent. Until one achieves personal mastery experience, the individual is capable of facing the challenge of the business family as well as the working environment. To some extent, family business is both the motive and source for conducting mentoring discussions. It provides issues and concerns to take care. On the other hand, one aims at maintaining mentorship since it provides temporary freedom from business and family interrelation.

The theorising of "freedom from family and freedom to achieve personal mastery" reveals that business families seem to have two roles. Non-family mentoring worked as a filter, enabling a temporary feeling of freedom. The business family influenced through providing the need for this. On the other hand, the business family had a necessary influence on the ability to experience freedom and achieve growth tasks in order to learn how to face problematic family circumstances in the future. This means that business family influence

provided a source for developing oneself. In a similar line to this study, without mentoring involvement, Hall (2003) modelled the interaction through the paradox of the simultaneous needs for individuation and belonging to a family. There appears to be similar tendency of what Pratt and Doucet (2000) state about ambivalent the stage of both negative and positive emotions in the same circumstances. Therefore, business family has its ambivalent influence as both the motive and the source for using non-family mentoring in creating personal mastery.

Before preparation, there were boundless possibilities to advance the path for personal mastery. As shown within early socialisation, a business parent and other family members gave room for the potential successor regarding such matters as an independent choice for formal education, linear work career and being permitted to participate business networks. Along the time span of preparation, more responsibility and power were given to the NGM. Since the potential successor was not yet capable enough to manage their new circumstances, this shows that they recognised the boundaries created by both business requirements and family expectations. As shown, resistance towards succession, in terms of business renewal and also family communication, revealed the spirit of the current circumstances. This, to some extent, was experienced negatively as uncomfortable. This is why, indeed, positive encouragement is searched for, with non-family mentoring fulfilling this need. However, it is not that the individual aims at eliminating external boundaries but rather they try to position themselves within them. Boundaries are needed in order to feel temporarily free. Boundaries are felt to be less strong and prohibitive when one experiences personal mastery, which is shown to be a broader area later on. As shown in Figure 6, it is stated that there are less external boundaries during the late periods of preparation than during the early periods.

The kind of freedom that non-family mentoring provides does not seem to be allowed within business family relationships. The way a mentor expressed knowledge, referring to the interactive element of non-family mentoring, was shown to be crucial. In other words, the mentor's style differed from that of the business parental approach. Additionally, non-family mentoring discussions were conducted in a peaceful context compared to the family and business contexts. This enabled knowledge to be received and reflected upon within the interaction that allowed the NGM to feel free to test ideas and their own overall competence. This was especially important during the early preparation periods, when the mentee was not yet capable of confronting all the work challenges or the business family complexity. Moreover, knowledge was tailored to serve the mentee's current needs and concerns, and the issues regarding the continuity of business were considered as having secondary importance. Through non-family mentoring, the goals of the tasks of growth become concrete and the individual is thus able to develop them by him/herself. Its effect in facilitating freedom is related to all of the characteristics that are included in the discussion of the educational approach of

non-family mentoring in the necessary conditions of trust. Mentoring can thus be seen as a catalyst as both a personal and learning context, such as the interplay between the personal and social components illustrated in Figure 6.

The emotions are most often in conflict within generation relations, the succession signals do not necessarily make facing the circumstances easier. Mentoring provides the forum in which to search for behaviour patterns to use in circumstances in which emotionality and rationality are aspired to be in equilibrium. This developmental task is difficult to fulfil. Therefore, it is no wonder when the NGM, within the emphasis on an emotional context, aims toward another reality – non-family mentoring moments – in which the focus is on personal business capability. This seemed, indeed, to be in minor focus within the business family context. Therefore, non-family mentoring provides ‘unreal’ circumstances in which one is not responsible for real actions. It is possible that the NGMs use rationalisation to both achieve and maintain personal mastery. This is what mentoring in family business is for, and without the emotional context of the business and family, mentoring does not have the catalytic task.

Freedom determines and directs the inner growth process of the NGMs. These operations, or the forces behind them, have been the focus of my interpretations and they have directed my analysis. The question of the purpose of non-family mentoring crystallises in the proportioning of these differing contexts against each other, guided by the deepest element, the personal, inner feeling of freedom. At its most concrete level, this feeling is present at moments of mentoring, in which case it is crystallised as an expression of an exercise of freedom. At its more abstract level, the feeling of freedom expresses itself in situations where an individual has overcome him/herself; they are personally empowered and are their own master. Therefore, it reflects the end of an effective mentorship since the mentee identifies his/her own mastery. Next, the three purpose-orientated non-family mentoring types are presented in more detail, since they were ingredients in the practical perspective of the substantive theory in Figure 6.

7.2 Three types of non-family mentoring

As previously discussed, freedom captures the essence of non-family mentoring amongst all the interviewees of this study. There also appeared to be differences within their experiences. These are categorised here as three purpose-orientated types of non-family mentoring. In terms of non-family mentoring in practice, they can be used in the name of the outside perspective. In other words, the following questions have directed mentoring practices: What is the purpose of conducting mentoring? With what basis is the substance (organisational and effective matter) of mentoring created? When is mentoring the most effective?

Even if the interviewees' experiences of mentoring appear during the different time periods of their preparation, non-family mentoring was not then entirely distinct. The types are described in terms of the different purpose, degree of commitment, role focus, and developmental emphasis of the mentee. They were discussed in more depth in the analytical chapters²¹. In this section, they aim to justify the timing of mentoring in the light of the ultimate purpose of mentorship and the content of the discussion. They are summarised in Table 10 (see also Tunkkari 2004, 26).

TABLE 10 The types of non-family mentoring

TYPES CHARACTERISTICS	CAREER CHALLENGING MENTORING	'SOCIALISING MENTORING'	'NEUTRALISING MENTORING'
PURPOSE	Decide whether or not to enter the business	Adapt to the family business culture	Internalise a focus on profits; be seen by others as capable of taking over the business
PERIOD	External working experience or part-time employment in the family business	First family business managerial positions	Increased power and responsibility in the family business
COMMITMENT	Recognising the option of joining the business	Re-evaluating the choice to enter the firm	Committing fully to assuming greater responsibility within the firm; rationalising one's choices and actions
ROLE BALANCING	Self and family member	Family member and manager	Family member, manager and owner
SEARCH FOR DEVELOPMENTAL EQUILIBRIUM	Volition emphasis	Cognitive emphasis	Affective emphasis

The types of mentoring were based on how they served the ultimate purpose of the NGMs' professional growth. Even if there are several other purposes in this matter, these are ultimate ones with the necessary outside perspective requirements. The purpose of mentoring is distinguished depending on the preparation periods as to whether it is early or late. Commitment to the business is also deepened as the periods change. Preparation periods, here, are

²¹ The issues such as the purpose, period and commitment are similar to the context of the previously discussed categories. Role balancing represents family membership disturbance in regard to the continuous developmental needs and circumstances to be faced. The developmental element relates to personal mastery experience, representing the growth task fulfilment in the light of the substance of mentoring.

focused mainly on in terms of the subsequent work position in the firm and the increase of responsibility.

Non-family mentoring is beneficial in terms of its different functions regarding the dimensions of the search for developmental equilibrium. Snow et al. (1996, 256) emphasise the inner growth tasks differently in regards the affective, cognitive, and volition (conative) dimensions of holistic personal development. According to these authors, all these dimensions are interrelated in terms of individual personality and intelligence growth. None of the dimensions can be excluded in terms of holistic growth. In this study, it seems that the emphasis was different depending on the growth task. Based on the different dimensions in concern, the substance-content of mentoring followed the temporary needs of the mentee and dealt with both business and personal questions. Commitment and role balancing were concrete examples of this, as shown above.

7.2.1 Career challenging mentoring

Career challenging mentoring means that a mentor helps a mentee to deal with choices about his/her career. It is suggested here that it should be conducted with a non-family mentor since the mentee's needs require neutral opinions and overall views. Resolving the entry decision works as the basic purpose for this active period of the preparation process, in which commitment exists only at the stage of recognition. The mentor can help the mentee to clarify their willingness to take over responsibility for the business in the future. As a career challenging task, mentoring focuses on the NGM's value evaluation. The mentee realises the realistic option for his/her family business responsibilities. He/she may already work in the particular firm or be gaining experience elsewhere. The mentor can challenge the mentee to view his/her life in relation to his/her career. The mentee is uncertain of his/her own capability to deal with future challenges. Therefore, someone other than an educator from the past, such as a parent, has credibility to encourage and see the NGM's potential in a non-judgmental way. In terms of the personal growth dimension, volition is emphasised (see Snow et al. 1996).

External working experience is highly recommended by several family business authors (see Lansberg & Astrachan 1994; Barach & Ganitsky 1995; Carlock & Ward 2001). Working experience alleviates the role balancing concern, when the mentees confront the need to differentiate themselves from the family as a whole. This, in turn, refers to the achievement of autonomy that Kram (1983) has pointed out. Additionally, several authors have stated that the mentoring received is positively related to career attainment, for example, in regards to promotion, salary level, and job satisfaction in general (Kram 1985; Clutterback 1998; Scandura 1998; Turban & Dougherty 1994). However, from this perspective a career in a family business may not have a similar meaning when compared to the career of any other individual without business family involvement. In general, family businesses are blamed for nepotism.

7.2.2 'Socialising mentoring'

'Socialising mentoring' responds to the needs, such as to adapt to the organisation, which arise from the discussions. This most likely appears simultaneously to the entry decision. It can be a "second step" to be taken after having clarified one's own career interests. The substance-content of mentoring involves addressing both the cultural issues of a firm as well as the business field in general and the knowledge basis for personal work performance. During this period, the NGM holds their first managerial position(s), and he/she confronts the complex role balancing needs as a manager and family member. Partly due to this confusing growth task, it is highly recommended that they have a non-family mentor. This view is also supported by Carlock & Ward (2001, 106), whereas Danco (1997) suggests that the only way of making sure that the owner's knowledge gets passed on to the successor is mentoring by parents (Handler 1994, 148). Whether or not a parent can be a mentor it is conjectured in the last section.

In this study, the mentor is an external CEO giving close support in job performance. It is suggested that a mentor be a representative inside the organisation, or at least an ex-member of it, in order to conduct the effective socialising function of mentoring. The mentor's task of role modelling responds to the mentee's need in terms of behaviour patterns, and it has a cognitive emphasis (see Snow et al. 1996). The females especially perceive it as valuable while managing uncertainties. They prefer informative discussions due to the involvement of tacit knowledge, such as unwritten norms and practices that help them in their new roles at work. This shows that information is in prior focus during mentorship at early periods. Mullen (1994) proposed that this is of similar importance (see also Olian et al. 1988) However, Parkay (1988) disclosed that not only is knowledge transfer important, but also how to use it. This was also evident here regarding the behaviour patterns for overcoming future challenges.

The substance-content of 'socialising mentoring' was on the whole similar to that described in the list given by Chao et al. (1994), whose socialisation dimensions comprised performance of proficiency, people, politics, language, organisational goals and values, and history. Understanding the firm's culture (see e.g. Lansberg & Astrachan 1994) is seen as an important factor in the development of a successor, and it also has an effect on the organisational performance. According to Amit and Schoemaker (1993), resources should be converted into trust between management and labour. This generates considerable pressure towards a successor to become an acceptable manager and leader. Especially with the help of non-family mentoring, the role conflict concern appeared to be less painful. A similar proposal about the benefits of mentoring was made by McManus and Russell (1997, 156) and Kleinman et al. (2001), who labelled organisational socialisation, together with personal learning, as significant indicators of learning. In their study, mentoring relationships were identified as a key forum for learning, as well as a matter of professional attitude (such as job satisfaction, commitment, role ambiguity).

The key areas in teacher mentoring, especially the required for the role of the mentor, are partly consistent with the socialising function in my study. For example Long (1997, 14) lists the following, which are compared to the findings in this study (the latter ones arose in this study):

- 'Practicum' issues vs. managing uncertainties through 'best practices'
- Classroom issues vs. job performance concerns
- School management issues vs. culture and politics of the firm
- Wider school and community issues vs. networking with stakeholders
- Professional issues vs. the mentor's work responsibilities can be risky regarding his/her dual role

The comparison above shows that the substance-content of non-family mentoring might be applicable also to other context, such as education in general.

7.2.3 'Neutralising mentoring'

'Neutralising mentoring' means that a mentor encourages a mentee to deal with emotions. Emotional conflicts need to be dealt with in order to guarantee personal mastery. This function appears to be useful when one aims at rationalising one's previous career concerns. During this period, the NGM holds power and carries new responsibilities at work. He/she relates business issues with his/her personal self in order to reach a conscious level of commitment. Thereupon, the NGM will search for personal business competence in the light of more challenging working tasks and status quo. He/she is more likely to step out from behind a predecessor's shadow and understand why his/her parent has valued business as a priority. Therefore, 'managing patterns', such as rationality, are required to be taken under consideration in mentorship. Boyd et al. (1999) discovered in their study that the choice between a family- and non-family mentor seems to depend on both the situation itself and the mentee. The participants of their research felt that if the mentor was a family member, the emotional situation could create family conflicts. Non-family mentoring as a type of neutralising does matter regarding the general lines of mentoring substance-content. Similar contents are present, such as macro and micro level information. Not only the content itself guarantees but also the mentor's approach has an impact on the effectiveness of mentoring. Not all people are suitable to transfer cultural or other tacit knowledge to someone anxious to learn. Similar notions were found in an educational context. Long (1997) suggests that the role of the supervisor in mentoring should not supersede this matter but rather be seen as an integrated form. According to her, supervision skills are required from the mentor as well as the other professional qualities of a teacher. Mentoring is justified in this matter.

After taking a managerial position, the NGM struggles with his/her managerial and ownership responsibilities, although he/she has already internalised his/her family role. This evolution process also explains the need to first manage the self; only after this, is the person capable of managing others. This, in turn, requires focusing on the personal advanced developmental tasks. The most evident emphasis on the affective dimensions (see Snow et al. 1996) is the period when concrete power is in use. This is the case especially when the NGM is a Board member. He/she particularly needs to clarify his/her emotions regarding the hard decision-making situations. The inner growth task requires them not only to understand the business priority, but also to prove it in the business activities. A non-family mentor helps creating the rationalised behaviour patterns. This enables the healthy communication between the representatives of the different generations.

Since 'neutralising mentoring' focuses on managing personal emotions and internal conflicts, in the sense of role balancing, it is related to what McMannus & Russell (1997, 155-156) call 'resocialising'. They apply it to organisational change in general, which is most often the case when the successor is taking on managerial responsibilities. They proposed it in the following way: "Mentored individuals will report less role ambiguity and role conflict than non-mentored individuals, especially during periods of organisational change." In the ideal case, the NGM will enjoy new challenges due to his/her personal mastery. Non-family mentoring as neutral perspective has an indirect effect in this matter. Kleinman et al. (2001) also found that receiving vocational support from a mentor leads to increased job satisfaction and organisational commitment (see also Scandura 1998). Increasing job satisfaction enables one to feel free and use a sense of personal mastery, as is shown in this study.

The difference between the non-family mentoring functions lies in the preparation periods. During the early periods, both career challenging and 'socialising mentoring' are the most suitable. 'Neutralising mentoring' provides a benefit during the late period, when the mentee faces the deepest emotional issues. This appearance seems to be in line with what Kram found in 1983. She concluded that at the beginning of a particular mentorship, career-related functions emerged. This function was characterised by challenging assignments and coaching elements at work. Counselling and confirmation, characterising the psychosocial functions, turned out to be important in the later phases of mentorship. However, Kram made a distinction between the functions that is quite clearly based on a mentor's behaviour. In this study, a mentor's style turned out to be a similar kind in all the tasks. Role modelling is integrated in all the functions of mentoring. However, the substance-content differed depending on the purpose of developing oneself. Kram (1983) mentioned role modelling only among the psychosocial function of mentoring. In a similar way to mine, Scandura (1992) found role modelling to be differentiated from the psychosocial function of mentoring. This might be due to the different meanings of role modelling, depending on the context.

Organisational mentoring most often focuses on the daily job performance of the mentor. In this study, role modelling was characterised also through the charisma of the mentor and *memory trace* effect. Similarly to the appearance of the *memory trace*, Ragins (1997) stated that the mentees may not recognise the mentoring until it is brought to their attention. This in turn refers to a natural type of mentorship. Furthermore, in her later contribution Kram (in Higgins & Kram 2001) noted that the one mentorship does not necessarily go through all the phases, but several mentors may be utilised. This is similar to what appeared here, because one mentor served one or two different tasks, and a new mentor was chosen during the late period.

The basis for non-family mentoring functions comes from developmental needs. The developmental goals comprises of gaining knowledge and balancing emotions. Because of the insufficiency of the business parent as a supportive source at a certain time, an outside perspective appeared to be important. Outside support is justified when the business parent no longer holds credibility in terms of role modelling, or when communication provides a negative spirit and for some reason it is not open; such as the existence of the taboos. This is because of a risk of either external or internal conflicts, which were faced constructively and managed after the mentoring experience. Furthermore, the most critical difference occurs when the predecessor prioritises the business and the NGM has not yet internalised this ultimate growth goal. When this is the case, the NGM is able to confront the business family relations. Then, mentoring may not be useful anymore. Instead, the NGM is able to seek sources of expertise self-directly. The issues of business strategy are discussed on a general level and compared to content of mentoring discussions. This can be labelled as *expertise networking*, distinguishing it from the previously discussed mentoring types.

7.3 A definition of mentoring

Mentoring is discussed here in terms of the general principles to be considered when defining it. According to this study, mentoring is based on a process in which the relationship is initiated or identified by an outside impetus. It is created around the ultimate developmental purposes of the mentee, which were such as moving toward making an entry decision, needing to adapt to a firm and dealing with one's own emotions. This relationship requires trust between two people and, therefore, it can be called a mentorship. The interactive element of a mentor's style, such as how he/she shows interest in the mentee, by challenging them to undertake self-reflection and in giving realistic feedback, was perceived as something fruitful. Additionally, the existence of a role model for a non-family mentor provided one source of learning for the mentees. Both of these elements allowed the self-expression of the mentee, and in this tailored information forum, the needs of a mentee could be fulfilled, in order to facilitate

learning alongside on-the-job learning in 'real' circumstances. Therefore, several components should be included in defining mentoring.

In this study, the form of mentoring can be natural, informal, or formal. These may not be pure forms; rather different combinations in which time has changed the nature. The main characteristics of the forms of mentoring are summarised in Table 11, which also describes the nature of the process and the duration of a mentorship. Each interviewee in the study represents some form of mentoring. The number inside the brackets, for example (1), means two different mentoring experiences included in the analysis.

TABLE 11 Summary of mentoring forms

MENTORING FORMS	NATURAL	INFORMAL	FORMAL
Initiation	identified afterwards	created	given
Nature of process	spontaneous	step-by-step	systematic
Duration of mentorship	numberless	several years	one year
Physical location of discussions	out-of-own-office discussions	arranged meetings	structured meetings in schedule
NGMs	Michael David (1), Vicky (1)	Tracy, Joe David (2), Vicky (2)	Sarah Tanya

In a different way from that of the existing literature, the form of mentoring was defined here through the mentorship frame, physical location of meetings and initiation based on analysis. Mentorship can be given, created, or identified afterwards. It is based on one-to-one discussions that are conducted separately from work tasks. Discussions are processed systematically, step-by-step or spontaneously. They create either a short-term or long-term mentorship process that has a duration from one to several years.

Continuing discussion in a lot of literature emphasises the forms or types of mentoring, indicating the mentoring definitions. They are mainly described as 'formal' and 'informal' (see e.g. Kram 1983; Chao, Walz & Gardner 1992; Little 1995; Bisk 2002; Allen & Eby 2003), which are distinguishable by the formation of the relationship. The formal type is most often the case within mentoring programmes. Additionally, the terms 'spontaneous' (see e.g. Clutterback 1999) and 'natural' (see e.g. Gibb 1994) are used in order to exclude the effect of the external involvement. Spontaneous activities may relate to the informal type (Allen & Eby 2003), and the natural type may not be even described in detail (Clutterback 1999). In order to show a consistent view of the form of mentoring, it is recommended that one should consider the components based on this study. According to this division, the spontaneous one is equal to natural form. Other forms are compatible to the ones most often used among researchers.

Even if the form of mentoring was not relevant, regarding a mentee's personal outcomes, it is worthy of discussion due to the contribution to the academic field. There is inconsistency among authors' opinions about whether

the form of mentoring has an effect on the outcome. For example, Chao et al. (1992) found that informally mentored persons had more effective outcomes regarding their job satisfaction. In the study by Allen and Eby (2003, 476), the form – either formal or informal – had no influence on effectiveness of mentoring. The basis of the definition of mentorship was based on the way that the relationship was initiated. A formal mentorship, from the mentor's point of view, was based on an assignment made by someone else. An informal mentorship was developed on the basis of mutual attraction and spontaneity. Little (1995) describes two forms of mentoring; either context-specific or process-centered. There are no mutual criteria of forms or types of mentorship or mentoring. Instead, expanded forms of mentoring are increasingly recommended for organisational use (see e.g. Eby 1997). From the holistic point of view, regarding the impact, Syme (1999) discovered in her study that mentoring –or its absence – did not show any direct correlation with the success of the succession process. However, effective mentoring has an impact on smooth corporate functioning and, therefore, on succession as well. Not only the form but also the purpose of mentoring creates inconsistency within the fields. The above mentioned structural characteristics do not independently define mentoring, as it is also crucial to consider the partners involved in a relationship.

In their family business mentoring study, Boyd et al. (1999) found that especially the technique – either formal or informal mentoring, performed by a family or a non-family member – did indeed matter. As an ideal case, they recommend formal mentoring with a mentor distanced from emotional issues. This supports the principle of having a non-family mentor in this study. Additionally, based on this study, the dual role regarding the CEO-mentor is an essential determinant of non-family mentorship experiences. For example Watt (1995, 17) discovered from the students point of view that “the mentor should not be the class teacher in order to minimise the risk of personality clashes, and to ensure that unwilling teachers were not given this sensitive task”. This, as a mentee's perspective, supports the idea presented here considering the choice of a mentor. It may decrease the problems of matching the partners, which seems to be the most complex issue especially in mentoring programmes (see e.g. Juusela et al. 2000). Discussion about the criteria for a mentor becoming respected by a mentee revealed both personal and professional characteristics. Females during the early period, especially, tended to search for more information, and they utilized more from the mentor's role modelling behaviour. Similarly, Parkay (1988, 196) described that the mentee learns from the mentor “not only the objective, manifest content of professional knowledge and skills, but also a subjective, non-discursive appreciation for how and when to employ these learnings in the arena of professional practice”. He adds that the mentee selectively takes from the mentor those attributes that he/she assumes to fit in him/her instead of trying to be a copy of the mentor.

Natural mentoring reflects the situation of the NGM recognising that the wise master has influenced their life course, instead of searching for a mentor.

Some people may be a mentor to us, even without us noticing it. As has already been discussed, being a non-family mentor did not seem to be a duty or formal role. This was because the mentor's personal characteristics were appreciated instead of just their business status. Moreover, no money exchange was involved within mentorship. Considering the 'money' dilemma discussed among several authors writing about mentoring (see e.g. Little 1995; Bleach 1997; Braund 2001), there is already a financial boundary for mentoring. This raises the question of why there is a need to launch a new term for mentoring in the school context? Supervision is still the more appropriate approach. The teacher as the supervisor is already required to have similar skills to that of a mentor (see e.g. Long 1997). Launching a new term and activity is more preferable to something based on the old models, such as those in Greek mythology.

Due to several other issues that have been discussed in this study, it might be less pertinent to define mentoring only through its form. It is proposed here that attention be paid to how the form of mentoring itself is defined, and what meaningful components should be involved in this. It is also suggested that other essential components of the mentorship, such as trust, which appeared in all conditions in prior importance here, should be considered. For example, even if the formal mentorship was shorter, and there was a clear end-point, trust was created in a similar way to in an informal mentorship.

Trust can be identified through the chemistry and mutual interests shared by both partners involved. These are closely related to the personal characteristics of both partners, and especially the mentor's charisma, as has been discussed in regards to its role modelling relevance. A mentor should be accepted as both a person and a competent professional as well as for only his/her style of approaching the development of the learner's potential. When these do not match with the mentee's current needs, the mentor is not accepted. Since Tanya's need to network was not fulfilled, her mentor was no longer believed. Tanya had already achieved a sufficient sense of personal mastery. Then, even in a trustful matter, mentorship has no relevance in terms of the personal outcomes and benefits of mentoring. These are the signs for the end point of mentorship, when the mentee is prepared enough to maintain personal mastery self-directly and without another person's support. When there is not enough trust, it is recommended that the mentee use other sources and relationships in realising developmental goals. The same is encouraged after the mentorship ends, even in the matter of trust. Additionally, without trust no forum for the mentee's need to test their own capability in 'unreal' circumstances existed. Therefore, it is proposed that mentoring is required to serve as the provider of 'freedom to learn' in order to be effective.

This study set a research task that required to define mentoring in the family business context. A definition is needed to avoid misunderstanding the concept, as was shown to be the case when searching for the interviewees in the very beginning. It is important in terms of launching mentoring into the business field in order to clarify its usefulness and to avoid similar fears as

those that Sarah expressed. Since there is a lack of a mentor's perspective in this study, this definition should be understood as preliminary –and applied with caution in other contexts. Based on the empirical data of this study, mentoring is defined in the following way:

Mentoring is an educational approach, based on trustful one-to-one interaction with an existence of role modelling, and which allows a free forum in which to apply a learner's personal potential with the ultimate goal of sensing personal mastery.

The definition here follows a similar line to that of several other researchers. For example, according to Hardcastle (1988), mentorship is seen as mutual, comprehensive, informal, interactive, and enduring. Lewis (1996, 14) defines "mentoring [as] a relationship and a set of processes where one person offers help, guidance, advice and support to facilitate the learning or development of another person". These, among others, (in Chapter 1.5) do not consider role modelling or learning environment to be as important as they appeared to be in this study. Since this study is conducted from a mentees' point of view, it may have impact on the essence of mentoring – especially regarding non-family mentoring.

In family business, mentoring is considered merely as the process of transferring information from one generation to the next (see Syme 1999, 4). Information usually regards business skills and abilities. Similar to the requirements of entrepreneurs, Bisk (2002) found that mentoring consisted of a need for different advice than that which the employees in organisations usually receive from mentoring. This study revealed that mentoring also had some other essential feature than that of only a knowledge transfer. Mentoring, in general, includes dimensions of physical, mental, and social tasks (see e.g. Kram 1983; Roberts 1999), and it is connected to emotional aspects of business as well. In this study, mentoring offered the possibility to demonstrate and identify self-knowledge, including values and attitudes. Therefore, mentoring provides a more holistic view of personal growth than that of only cognitive development, which is, according to Snow et al. (1996) too often emphasised in current studies.

In every sense, mentoring is a method for facilitating an individual's learning and development. The latest educational mentoring studies have recognised the insufficiency in a solely cognitive development focus. For example, it is suggested that the mentor, as a knowledge source, should serve also the how-patterns of professional performance, and additionally, mentors should encourage the mentees to explore personal values (see e.g. Bleach 1997). In referring to the mentees in his own study, Hardcastle (1988, 207) remarked that the mentors "motivated them to grow professionally, showed them new ways to be, and were spiritual supports". This refers to the importance of the role model status of the mentor. According to Burke and McKeen (1997), mentoring is a valuable tool in strengthening a person's self-esteem. According to Roberts (1999, 214) mentoring "is about allowing the individual to maximise their potential." Therefore, it helps to strengthen one's self-esteem, which is also

important in running a business as an entrepreneur (see e.g. Kets de Vries 1996), in a similar way to a next generation successor.

Mentoring should not be understood a synonym to process or relationship as an action or verb itself. In the literature, there is inconsistency in the terms being used. For example, when adults are mentoring one another in terms of helping, giving critique, and clarifying ideas (see e.g. Mullen 1994), this has a similar task to that of peer relationships (see e.g. Kram & Isabella 1985). Due to the importance of trust in mentorship, the term mentoring is recommended to be used as a holistic approach in its pedagogical meaning.

The essence of non-family mentoring should be considered in other contexts as well. Preliminary relations between the required characteristics of non-family mentoring were created with the help of a GT approach. Especially, this turned our attention to the important meaning of a motive turning into a mentorship. Without the context of the business families in this study, mentoring could have been modelled differently. In general, family temporarily provided feelings of dissatisfaction, which were shown to be a motive for beginning non-family mentoring. The literature describes findings such as job-satisfaction to be higher with those who have been mentored (see e.g. Dreher & Ash 1990; Scandura 1992). This study showed that there are in-depth personal needs beyond a willingness to begin a mentorship.

The form of the mentoring was one element that distinguished it from related relationships. Common to all mentorships is that the mentor is an outsider from the family, but not necessarily an outsider from the business. Moreover, the mentor was more experienced both in business (not necessarily in the same field) and the matter of life in general. There was not necessarily any age difference, which is commonly mentioned as one criteria for a mentoring relationship (see e.g. Juusela et al. 2000). Kram and Isabella (1985) showed that age and hierarchy in the mentorship setting is the essential difference from peer relationship. The hierarchical element is related to the power distance of the partners that was discussed in regards to the dual role matter. On the other hand, Field (1997) states that the mentor should not be a representative of any hierarchical structure at school, but rather a colleague. The mentoring criteria should be considered in terms of expertise, however subjectively evaluated, instead of experience, which does not necessarily guarantee the competence of the mentor, as was shown in Tanya's disappointing experience. Then, it can be said that a definition of mentoring may not need the criterion of age difference at all.

In this study, it is not possible to speculate if mentoring provides the similar function for the mentor as the mentee. It can only be argued that the mentor may have complementary needs in comparison to the mentee's needs. Mentoring has a long-term aim, but it does not have the longevity that, for example, a peer relationship or parental relationship has. To Kram & Isabella (1985), this means that a peer relationship may provide continuity over the course of career, even as part of the continuum of a life-long history. The nature

of mentoring will change in time, but the memory trace from it may still have an influence over the course of a life-time.

The professional role of a mentor should be distinguished from being a mentor. It became evident that being a mentor is not experienced as a duty. Instead, a mentor becomes involved on a voluntary basis. This refers to the question, regarding to literature, what is really the nature of the manager's (boss), teacher's (supervisor) role as a mentor? The differences within the educational publications can be seen through their priorities and boundaries. For example, some teachers see assessment as their primary need (see Cameron-Jones 1993), and their role as being primarily supportive of the student (Watt 1995), while others see uncritical support of the students (Williams 1994). Burton (1995) sees this as the challenge in terms of how to identify the changing circumstances and the roles within them. This reflects the clear mix in the roles of teacher and mentor, who are not allowed to evaluate the mentee. Instead, a mentor gives encouragement. On the other hand, Parkay (1988) defined mentorship as something similar to a family relationship and more holistic and in-depth than that of a teacher-student relationship.

Who is responsible for mentoring outcomes? This study has offered an oppositional perspective to that of how Americans, according to Clutterback (1998)²², view mentoring. According to them, the mentor is the one taking charge of mentoring and the mentee's development in an organisational context. Based on supporting views from the different literature, the mentee is self-responsible of his/her inner growth, for which the non-family mentor provides options for viewing issues differently. Personal mastery indicates that the mentee is self-responsible in achieving this growth. The mentor does not yet have the responsibility of advancing the mentee's career, for example. On the other hand, at the beginning of the mentorship, especially during the early preparation periods, the mentee was not able to take initiative in discussions due to his/her needs still being unidentified. Similarly, Hardcastle (1988) found that the mentor's role was emphasised in the initiation of the mentorship. However, he argued that a response to the mentee's needs was the mentor's responsibility. The self-responsibility of a mentee in their own development is supported by Field (1997) who states that the mentor is not forcing the progress.

These views refer to the discussion about the interactive element of mentoring, in which the mentor's style turned out to be essential. It is suggested here that, for as long as the mentor shows an interest in a mentee, challenges them to undertake self-reflection, gives realistic feedback, the relationship is

²² The different views of the authors may come as a result of different cultural perspectives. Clutterback (1998) introduces two main schools - the North American Traditional (NAT) and the European Collegiate (EC) approach to mentoring. NAT defines mentoring as a career development method, where the mentor is both higher in the hierarchy and also responsible for the whole process. EC defines mentoring as a much more extended process, aiming for the person's holistic development, and nurturing action. The definition differs depending on the purpose, context and circumstances. Thus, the American view describes the mentor as having responsibility for the mentee's development. Interestingly, from the perspective of education, the learner's responsibility is emphasised.

purposeful and encouraging in building the self-directedness of the mentee. This is similar to what Parkay (1988, 197) experienced when he said: “what the mentor actually ‘taught’ me, I came to realise, grew out of my own experiences”. According to this, self-responsibility in the matter of learning is first dependent on the mentor’s style until a mentee identifies this for themselves later on. In other words, the way how a mentor approaches a mentee has an impact on the learning outcomes. Similarly to the discussion about the parental approach, family may also either enhance or prevent the development of a NGM. To summarise, this study has shown that mentoring enables a mentee to become a self-responsible learner, a person who finds experts in the networks as sources. This became evident especially after mentorship.

7.4 Practical principles of non-family mentoring

In this section, some crucial principles of non-family mentoring are considered in the light of creating a mentorship and conducting a mentoring programme. This study explored mentoring from the mentee’s perspective. As outcomes, it revealed characteristics of the requirement for personal mastery in facing family business challenges. They mostly reflected the personal needs of the NGMs. These directed mentoring discussions and the overall effect of mentoring. The needs were related to the successor’s daily routines in job performance during the early preparation process, in order to find appropriate working patterns. Additionally, the search for willingness to enter the firm was evidently in need during the early period as well. The needs that emerged during the late preparation period were more generally related to business issues. Since the majority of the expertise related to the needs that appeared after experiencing personal mastery, external business advisers became relevant in terms of expertise networking in the continuum for mentoring tasks.

The preparation period in which the degree of business responsibility was the most influential determinant reflects the effectiveness of having a mentorship.

All the mentoring tasks were dealing with holistic developmental goals, comprising the combination of cognitive, affective, or conative dimensions (see e.g. Snow et al. 1996). Depending on the mentor’s credibility in the eyes of the mentee, the NGM may prefer one or several mentors, although, it is unlikely that these would be taken simultaneously. Interestingly, the mentee was likely to be unaware of the developmental needs, and these were identified with the help of a trusted outsider. It is notable here that either a single mentor or multiple mentors can be effective, depending on the mentorship. This is because individual developmental needs and also organisational circumstances change, and the same master may not be appropriate in all of the periods. A similar conclusion was stated by Kram & Isabella (1985), who suggested

alternative support, such as a peer relationship, as a replacement to mentorship. Kram (1983) first found the phases of mentoring, and later on she (see Higgins & Kram 2001) realised that not only a single mentorship may go through these phases, but also the same can be seen when multiple mentors are used. In this study, however, peer relationship and parenting have the complementary task alongside mentorship.

Non-family mentoring helps to identify growth potential at both the early and late periods of preparation. Either a single mentor or multiple mentors can be effective, depending on the individual's situation (at the given time).

Most commonly, the mentor is explored through the role, which already involves a bias. By this I mean that the mentor is already given some responsibility and tasks, like the role of a parent, profession, peer, just to mention a few. I suggest seeing the mentor as the role model without the responsibility instead of a professional role at work. In terms of verbs and mentor's style, the mentor's requirements are summarised as follows:

A non-family mentor's involvement is put into terms of being; supportive, guiding, strengthening, and clarifying. With the help of a non-family mentor's temporary involvement, a mentee's personal mastery in both family and business circumstances is enhanced.

In order to serve the tasks of mentoring, the mentor, as the master, is required to have certain personal and professional attributes, as well as an accepted style of empowering the mentee during particular meetings. Choosing the mentor sounds formal, but it may be informal and unconscious as well, for example, in the case of a natural form of mentoring. There is no use in listing the standard qualities because the evaluation of the appropriate person to be a mentor is always based on subjective opinion. The hardest thing is to match or identify chemistry between the partners in order to create a trustful and open mentorship. To state advice, especially for the use of formal mentoring, trust indicates mentorship existing in the way proposed here:

Mentors should be selected for their expertise, their educational approach and their personalities. Mutual trust is an essential factor in the success of the relationship.

Matching the partners together seems to be one key element regarding mentorship. In this study, the choice of mentor was based on an external impetus. In comparing an effective mentoring experience to Tanya's failure, we can notice a reference to the timing of mentoring, in regards to the individual developmental tasks. Tanya's case was exceptional in an impetus sense, since she sought own way into the mentoring program. She accepted the mentor that she was given, similarly to Sarah and Vicky. By this I mean that the partners did not know each other beforehand. Although, Sarah was known personally by this outside nominator, and in turn, Vicky knew her mentor. In Tanya's case, making the match was not shown to involve the above-mentioned issues.

Indeed, matching is the major concern in most studies that focus on formal mentoring and organised programmes. Therefore, the next proposal is valuable:

Matching the partners without knowing them personally is more likely to result in the failure of the mentorship.

Mentoring was identified beforehand only by Tanya, since the others were not able to see this possibility unless someone else would have told or showed. Tanya already held the position of the CEO in her particular family firm. She knew what to look for with the help of non-family mentoring. This refers to strength in terms of self-knowledge. Additionally, the others were not yet able to set their personal goals by themselves, due to the fact that they were still searching for their own mastery. Either they were not yet given as much responsibility in the particular firm as Tanya or they were not able to cope with the current work tasks. This turns attention to goal setting. It seems that Tanya was conscious of her current needs unlike the other NGMs in this study. It is a worth questioning whether or not a mastered NGM needs mentorship in achieving his/her developmental goals?

Failure in mentorship is more likely to be present when personal mastery has already been developed in terms of the responsibilities of a particular family business.

It seems that power distance is relevant in family business circumstances. It became evident that during the late period of preparation, the mentee was not able to have an open and trustful relationship with the CEO due to possible power conflict. The circumstances are reversed during the early periods. Discussion of dual role meaning enables a comparison of the circumstances in these different contexts. Awareness of the mentee's ultimate goal of advancing in a family business career should also be considered when talking about creating a mentorship. It was shown that future aspirations are needed in order to achieve personal mastery and freedom. Following the experiences of David, Vicky and Tracy, regarding the meaning of the dual role, a lack of trust is more likely to appear in the future. The power and the level of trust indicate the previously mentioned (strictly descriptive) determinants of age and hierarchy. The dual role risk can be proposed in following way:

When the mentee holds a position on the Board, a CEO-mentorship is not suitable due to a potential power conflict. Otherwise, there is no trust and openness. Only in the conditions of the CEO-mentor's retirement may the circumstances be different.

Until the mentee has developed the self-mastery characteristics required to face future challenges, the effect of mentoring on the matter of development decreased. This growth task refers to a self-responsible learner in order to describe the life-long learning orientations of the interviewees in this study. This is the paradox of mentoring. In other words, the mentor's task is to make him/her needless for the mentee. At first, this may sound confusing, and

especially when taking the starting point for mentoring in which the mentee is the one to accept this activity. This is the case even if someone else recommends mentoring and/or a mentor. Since the power distance of the partners appears to be important, and requires mentoring to be directed, it can be proposed in the following way:

Because mentees must be responsible for their own development, the mentee should be the one to select the mentor. It is his/her responsibility to consider the risky elements, such as a potential power distance between the partners.

Mentoring was helpful for the mentee to identify their roles in the family business. The 'outsider's perspective', in particular, appears to be an essential element of these relationships. In the most effective case, mentoring helps NGMs to assess their shortcomings and clarify their personal values. Together with on-the-job-training, mentoring leads to increased self-awareness and self-control. Once this level of personal growth is achieved, the mentee is able to tackle family and business challenges.

Mentoring helps next generation members gain self-awareness and the ability to master future family and business challenges.

Due to the tailored goals set up together with the more experienced person, the mentee was valued as being individually important. This is different from business parenting due to the bias towards a business priority. Senior-generation business leaders (as business parents here) who are preparing for succession are focused on relinquishing power and may not be able to fully address their children's personal identity issues. Non-family mentors play a crucial role by listening to the mentees' concerns, offering them positive and constructive feedback. Although non-family mentoring alone cannot help seniors and successors alike to resolve all of the issues, mentorship helps to prepare the NGMs in approaching intergenerational conflicts in a constructive way. Both of these issues are integrated in the following proposition:

Effective mentoring fosters independent thinking and, therefore, facilitates the next generation members' personal growth. The goal of the process should be the individual's development rather than business succession.

It became evident that non-family mentoring was not for solving problems. Indeed, the business family communication most often focuses on criticism and the negative outcomes of the performances. Conflicts, as both an abstract and concrete level in this study refer to problems. With the help of mentorship experience, the concerns and needs were dealt with in order to create problem-solving skills and behaviour patterns. To settle intra-family problems, formal methods, such as Family Councils as well as specified consultancy services for family communication purposes can be recommended in certain periods of succession. Since non-family mentoring has a different basis than commercial services, the nature of non-family mentoring is distinguished as being the following one:

Unlike consulting, mentoring should not focus on solving specific problems; rather, it should be focused on anticipating problems.

Not all trustful relationships are referred to as a mentorship. Furthermore, not all developmental activities should be confused with the essence of mentoring. Mentoring may not be suitable for everybody. Most often mentoring is an informal educational approach, which is used next to the formal education, peer group forum, or other developmental methods presently in use. Whatever outside perspective is used, the key idea is facilitating development in the conditions of exercising freedom. It is also notable that mentoring facilitates the intention of the next generation to seek an outside perspective, i.e. other sources of expertise and experience further on. The continuum from mentoring to expertise networking is one example for preparation purposes.

Mentoring is only one of many ways that family members can benefit from an outside perspective. It should be used in conjunction with formal education, peer support groups and other learning opportunities.

Mentoring serves as a valuable forum for professional development alongside general working performance. According to the interviewees in this study, the content of mentoring discussions was based on uncertainties at work and about business issues overall. Therefore, I criticise the use of mentoring independent from working context (like with students at school). For example, those mentoring programmes, which aim at achieving the personal development of the students, without the working responsibilities, may not gain the most valuable outcome. To put it other way around, mentoring may be valuable only for those with concerns about their work performance and simultaneous 'real' responsibilities in a family business. However, it is proposed that mentoring discussions should be conducted outside of a working environment in order to feel temporarily free from the constraints of daily reality.

Mentoring conducted next to the on-the-job-learning is preferable, and, especially, outside of working time and circumstances.

Kram (1983) categorised mentoring into career advancement and psychosocial functions, which appears at every phase of the relationship (see also Chao et al. 1992). Kram's psychosocial function is closely related to that which is labelled here as the self-managing subject in the personal mastery discussion. The three functions, based on this study, and in somewhat a similar line to Kram's.

7.5 Mentoring and parenting

"That particularly causes problems, two generations, how can you act as a mentor. It's like subjective. With other people you can take things as they are. In a family situation like this you can't do that. It's hard to imagine that it could work." (Tanya 831a)

Can a parent be a mentor? In this chapter, several arguments are stated in order to differentiate mentoring from parenting, which have been debated in the family business field. Many authors do not have a clear view as to whether a parent should be a mentor or not (e.g. Kram 1983; Handler 1994). Based on the empirical evidence, it is proposed that parenting should not be used as a synonym to mentoring. Illustrated below, the following circumstances of the parental relationship of the NGMs in this study, argues for a need for external support and then offers the source of this. In the majority, non-family mentorship appeared to be valuable. The descriptions reveal the essences of non-family mentoring, such as developing trust, role modeling and removing the restraints against feeling free.

- Tracy had a good relationship with her business mother. However, 1) her mother did not seem to have enough credibility regarding a command of up-to-date facts about the firm's operations. In other words, the current role model was insufficient to some extent. Additionally, 2) due to the predecessor's 'grand mother' role involvement, there was no peaceful forum for conversations, as was the case during mentoring discussions.
- Vicky's business father introduced her to the networks in their leisure time. However, 1) she did not trust her father, in terms of giving her information about the business. Additionally, 2) their personal values were distinguished, which caused conflicts.
- Tanya understood the impossibility of getting along with her business father. 1) This was partly due to the predecessor's incapability of letting go. On the other hand, 2) since Tanya had independence and autonomy to run the subsidiary, she had already recognised her personal mastery regarding the responsibilities of being a successor. Therefore, she no longer had a need for mentoring or parental support.
- Joe had a good relationship with his business father. However, 1) there was one unfortunate taboo, which could not be discussed. Additionally, 2) his father as the then current information source was no longer sufficient.
- Michael has had a hard son-father relationship, however, from which he had learnt valuable lessons. 1) His father always gave room for discussing and conducting the business actions, and 2) trusted him, giving him real responsibilities in the particular firm. This enabled healthy interaction with the business parent. However, in his twenties Michael had a non-family mentor during his external working experience period, and while he had a long physical distance from a parental relationship. Today, he prefers to turn to external experts to meet his current needs.
- David perceived his father-son relationship as the most fruitful during his challenging period abroad. This was due to 1) the physical distance, and 2) that he was given real responsibility in the particular business. These were similar to Michael's experiences. However, David preferred

having a non-family mentor in order to avoid the conflicts in parental relationship during certain time periods. He appreciates outside sources in learning matters.

- Sarah's business parent died when she was making career choice in her twenties. The quotation about "*if my father*" supports the idea that she would have needed him as a business parent. She appreciated her uncle's advice and her non-family mentor who, to some extent, were complimentary to the lack of business parental existence.

The NGMs perceived a parent, to some extent, as an insufficient information source. This refers to the lack of credibility that held for business parental advice and role modelling. They had kept the parent as a role model before, as shown in the 'entrepreneuriality' discussion. Family has worked as an early socialisation forum. The NGM struggled within the arena of creating his/her own capability. A non-family mentor enabled the NGM to achieve personal mastery. Lansberg (1997) warns parents not to expect their adult offspring to become younger versions of him/her. It is assumed that the parent knows what preconditions the NGM needs to acquire. Therefore, a business parent represents expectations in terms of becoming a competent successor. The mentor has a more neutral view, and he/she focuses on the issues of the NGMs' maturation, in terms of meeting future challenges in general. The non-family mentor does not have expectations since the NGM is self-responsible for their own growth. Grote (2003, 117) agreed with Lansberg (1999) that non-family mentoring could be "an important tool in diluting triangles formed by anxiety over succession".

Non-mentoring is effective, especially when the parent has lost his/her credibility as an information source in the eyes of the NGM.

The mentor's educational style appeared to be important, when the business parental approach, such as giving encouragement to the female and critical feedback to the male NGMs, was not accepted anymore. It became clear, to some extent, that the NGM needed to create 'managing patterns' in order to face up to the problems in the business family context. Thus, it turned out to be relevant to process this growth task with the non-family mentor. The authors writing about childhood development use the term 'self-control'. According to Baumrind (1989), the most appropriate controlling approach by the parent is that of being authoritative. The parent uses an approach of rational justification in order to explain his/her own expectations, which do not limit the child too much. The child's personal needs are considered and applied to enacting of parental behaviour. As the healthy result of this, the child develops his/her self-control patterns. It is notable here that the parents' expectations are permitted since they feed the child's feeling of personal importance and acceptance within the family. Contradictory to the childhood perspective here, the NGM is recommended to have support from someone other than a parent

when he/she considers creating their own 'managing patterns'. Here, it is a question of adulthood and independence.

Particular style of the educator should match with the current needs of the learner.

Parenting can be a kind of mentoring under certain conditions. Both partners need to trust each other and communicate in a positive spirit. Additionally, the mentor's style should be in line with a non-family mentor's style, and the positive encouragement should be especially emphasised. However, usually in the father-son relationship, the father tells the son what to do and how to do it, which typifies a paternalistic style (see Dyer 1986). This should not be the case, because a mentee prefers to be given room instead of being set rules for self-expression, as shown in the mentoring discussion.

This is possible in the trustful non-family mentorship that allows a mentee to test ideas and speak up about current concerns without the fear of real responsibilities. According to Pulkkinen (1994, 36-37), the parents' expectations and the child's personal needs should be balanced. The parental approach characterised as supportive, and something that makes room through their soft control, facilitates the development of the child's self-confidence, self-control and individuality within a social environment. If the child does not have limits, he/she feels rejected. This supports the idea that, overall, freedom does not necessarily advance personal growth. Instead, the boundaries to a certain degree must be present, as was discussed in the previous chapter.

I propose that non-family mentoring should be used as a temporary catalyst during the periods in which restraints are maintained by business family circumstances.

There is also an example of when parenting may provide an effective source of education instead of non-family mentoring. David and Michael have been working for a family firm away from their home country. Both of them run a business unit, which was not in good shape when they were asked to work for it. This was the case when NGM could not risk the company's success. In both cases, their father-son relationship worked well while there was a physical distance and they did not have a mentoring experience during this period. The reason for this seemed to be that their father gave them room, trusting his son to work independently. The father had an open mind and accepted his son's ideas and decision-making. Grady (2002) gives the same recommendation and states that NGMs bring stronger experiences back to the firm. During certain time periods, it is not fruitful to have an outside perspective, especially when the parental relationship works effectively. This was the case during David and Michael's international business challenges. Daily conflicts could be avoided due to the physical distance. David's father's own experience of failure in the similar task enabled the event that decreased the need for non-family mentoring.

The parent should allow and empower the NGM to take real responsibilities and to find his/her own interests. If not, then non-family mentoring provides an optional forum that later requires realistic circumstances.

It is suggested that parents should not control non-family mentoring. Otherwise mentoring is not an intimate and confident experience, which is the most important precondition for non-family mentorship. According to Danco (1997), at worst a mentor should prepare to be “the man in the middle” of the mentee’s family life since the mentor has a major role in the last stages of the business succession. In this study, Vicky had the above-mentioned experience, which resulted in a lack of trust in mentorship. With real working responsibilities, the next generation makes their own choice, even if some guidance may have an indirect influence on these choices. This study has shown that non-family mentor is not responsible for the actions made by the mentee and neither should the business parent be. Both of the more experienced parties have the responsibility of creating real opportunities for the NGM. A mentor cannot empower a mentee. Instead, the parent should do that, and allow them room for taking on real business responsibilities even if through the cost of learning from failures.

The most ideal case is when parental tasks and non-family mentoring function simultaneously and are overlapped with each other.

On the other hand, the responsibility should be given only when the NGM is prepared enough to face new challenges. The outcomes from non-family mentoring depend on whether the mentee’s current needs are fulfilled. As an ultimate achievement, a mentee aims at achieving a sense of personal mastery, something which enables them to feel free. For this purpose, one needs to first exercise freedom. Therefore, a parent should allow the NGM to speak and open up about their current concerns during the arranged discussions, in a similar way to non-family discussions. The level of communication is notable here, which should be more abstract instead of detailed and concentrating on problems. In contrast to this, the emotions within the family context should be excluded. This may be difficult in a relationship between the closest relatives. As a comfortable experience, mentoring discussions provide emotions to be dealt with. A positive spirit seems to be a remarkable source of learning and growth within mentorship. This is usually contradictory to a business family arena, in which succession signals reflect a predecessor working on his/her own ‘letting go-process’. Boyd et al. (1999) emphasised the value of the transition in parental mentoring relationship. In their mentoring study, the informants preferred to have a non-family mentor for several reasons. One of these was the emotional relationship with a parent, in which discussions had a lack of goals.

The interactive element of non-family mentoring is distinguished from parenting. The business parent has different views and styles than a non-family mentor, whose style is accepted. Business-parental encouragement facilitates the personal growth path only if the NGM accepts it, and perceives it as

something comfortable. The mentor's styles are reflected in the discussion where the mentor shows interest in the mentee's personal growth instead of business continuity, which is more likely to be the case in a parental relationship. The latter one also has an influence on how the business parent is respected overall. In other words, both generation representatives do not necessarily have shared values. The partners in the non-family mentorship share interests and have compatible values.

In the conditions of the family members' different careers being in focus and having incompatible values, non-family mentoring should be considered in order to fulfil the next generation member's current developmental needs.

A business family showed its positive influence since the idea about mentoring for personal developmental needs was recommended by a parent. The business parent inevitably knows his offspring as a person, and this helps to match the partners. In other words, the business parental task is to challenge the outside perspective possibilities for the NGM. This may be easier when a predecessor has his/her own experience of a valuable outside perspective.

A parent should encourage and allow outside support during the next generation member's maturing process. Otherwise, non-family mentoring is not taken seriously, and its effectiveness is not maximised.

Some key principles to be considered when comparing parenting to non-family mentoring are listed below. Even if the criteria for mentoring are fulfilled, the family still has an influence and may prevent freedom from being exercised. In most of the cases, the fear of conflicts becomes evident.

1. The business parent should consciously put their intentions regarding valuing business as a priority behind him/herself. This requires personal retirement issues to be dealt with. When the NGM has internalised this value priority, then the business parental relationship is more likely to succeed. In these bounded conditions, the NGM is comfortable within a non-family mentorship.
2. Due to the personal-autonomy-achievement period of development, the current parental approach may not be accepted in terms of a lack of role model credibility. Therefore, a neutral and trusted mentor's style is more likely to be suitable in this matter.
3. In the majority of the cases, communication within family relations is problem-centred and negatively orientated. This is definitely not the nature of non-family mentoring, which additionally offers the 'unreal' forum for testing personal capability.
4. Personal capability may not be perceived as neutral enough in terms of close relations, such as those within a family. A non-family mentor dares to give realistic and constructive feedback in a positive spirit. This is especially important when one is not yet achieved experiences of personal mastery.

5. The purpose of mentoring and its goal orientation is the frame for mentoring, and it reflects a sense of security meaning. The goals should be set according to the mentee's developmental needs, which are not always identified by the mentee him/herself.

If one is still willing to consider parenting as a kind of mentoring, then such term as 'parental mentoring' exists. Lansberg (1999) aims to distinguish these educational approaches from one another. Parental mentoring can involve similar characteristics from mentoring, such as trust, mentor's style, role model, and expression forum. Thus, there is still closeness and a shared history, which inevitably has an influence. Due to the normal developmental tasks in one's life course, the NGM is required to have an outside perspective during certain time periods (see also Dunn 1999). If the criteria of mentoring are fulfilled in the way presented in this study, and, additionally, the circumstances are as rational as they are within mentoring, the NGM may recognise parental mentoring to be valuable. Nonetheless, I suggest that parenting earns its position as family education and mentoring as the outside perspective for family business use. Mentoring does not strictly replace parental tasks, but it may have a temporary effect, especially when the parental task is absent, or when the NGM needs to differentiate him/herself from the business family.

It is a period when a parent should recommend non-family mentoring to his/her offspring. As already discussed, in the conditions of early socialising in the family business, the parental tasks were emphasised. However, when the NGM faced the need for re-socialising and adapting to the particular organisation, a non-family mentor – especially the CEO of the particular firm – was a valuable source in terms of socialisation. In contrast to this view, Danco (1997) argues that a non-family mentor is not able to provide information about business cultural issues and values.

It is argued here that non-family mentoring offers a valuable *outside perspective* to NGMs' development path and helps them mature so that they can address internal and external conflicts. Yet, it is important to note that mentors should be used to supplement, not replace, the role of the senior generation in developing young people for succession. Non-family mentors play an essential role in helping the NGMs to develop business and personal problem-solving skills. Mentoring allows young family business members to move out from under the shadow of the previous generation and to begin functioning autonomously. Carlock and Ward (2001) suggest that the mentor should be someone other than a parent since he/she already plays several roles (see also Ward 1987). It emerged that the successor also plays multiple roles during succession. Remembering the role mixture discussions in this study, the following conclusion is worth stating:

It is not recommended that parents be enlisted as mentors, although parents play an important role in supporting the mentoring process.

7.6 Revisiting the relevance of the study

This study contributes in terms of offering a learning source for the next generation outside from the family. Instead of focusing on business, the individual's growth tasks appeared to be relevant as a result from an inductive approach. Opposed to major family business studies, the aim is not to create a succession model (see e.g. Gersick et al. 1997) or add value in terms of family business definition (see e.g. Astrachan et al. 2002). Thus, several unexplored issues about the family business field, to some extent, were revealed.

When focusing on mentoring, one can identify the crucial relevance of family and business interrelation. It was not the aim here to investigate the systems separately (see e.g. Lansberg 1999) or to decide which one is emphasised more (see e.g. Holland 1981). However, the discussion about the achievement of personal mastery revealed that only one growth task is processed at a time. Both family and business raise the need for developing oneself.

Family communication, especially between the generation representatives, seems to be challenging one to deal with issues from the next generation point of view. It is not only a complex relationship between the partners (Ward 1987; Dunn 1999) or an emergence of conflicts (see e.g. Kets de Vries 1994; Davis & Harveston 1999) that are avoided, opposed to major discussions in the literature. Positive feelings also existed, even if a business family was temporarily perceived negatively. This shows that overall business family involvement consists of addressing personal needs in terms of balancing one's own emotions due to life-long membership. Similarly to this, Kirchler (1988, 260) characterised the family members as being willing to share both positive and negative feelings, and they are likely to praise and criticise each other. Until the NGM manages these circumstances in reality, non-family mentoring provided a valuable 'unreal' forum for dealing with these issues and for testing one's own capability. This kind of exercising is required in order to create personal mastery and successfully perform in carrying out powerful responsibilities. It is important also for business continuity.

Family, as shown through business parenting, will have an influence in a life-long sense. In Gerris's ²³ (1994) study, it was revealed that family is mainly modelled in two ways, which are conformity and autonomy orientated. In the conformity model the traditional style (like paternalism) and raising methods are present in order to give less interest in the offsprings' autonomy. The family model of autonomy orientation gives room for the members involved in it, and the family as a whole is outward orientated. Based on Durkheim's (1985) understanding, sociology author Marin (1994, 11) sees family as "a group itself", whose members are bound by more broad components than only

²³ Jan Gerris conducted a huge study comprising 789 Dutch families, in which both generation perspectives were present. The family system factor included structural, environmental emphasis on conflicts, outward orientation, and idealism.

attachment. A family is the totality grounded by the history and society relations. These are basic relations, behaviour, culture, norms and other physical, psychological and sociological assets (Vetere & Gale 1987). This study revealed that the next generation is required to create behaviour patterns to face not only business but also family challenges as well. Non-family mentoring is relevant in this neutral matter since family harmony alone may not be a solution. Instead, conflicts need to be managed, even in the conditions of resistance to change during succession (see e.g. Handler & Kram 1988; Sonnenfeld 1988; Fiegener et al. 1996). Martin (2001) suggests that good parenting frames a family, which has to be established before good business governance can occur. The latter one is crucial in the matter of business continuity.

The role modelling of a parent is essential, especially during the early socialisation and entry-strategy level, when the NGM is not yet fully committed to the firm. On the other hand, it was concluded in this study that there is a period when the business parental model does not provide an effective enough view in terms of dealing with inner growth issues. Then, non-family mentoring proved to be more beneficial in terms of role modelling. The very first mentoring experiences were focused on strengthening the NGMs own willingness in their career plan/development/agenda. The NGM may choose not to enter into the business, especially in the conditions of the negative role modelling of a parent (not evident in this study). Although, this can also serve as a win-win result for all the parties involved. It is argued here that a negative entry decision, coming as an indirect effect of mentoring, is not a sign of failure in mentorship. In some cases it can be a wise decision and a relief in terms of clarifying one's own willingness. Matthews et al. (1999) proposed that the observation of parents in business can influence either negatively or positively on the NGM's career planning. A positively perceived experience is more likely to be present when a parent shows honest interests in the NGM's developmental concerns. As discussed earlier, the non-family mentor was the one showing interest in the learner.

This study has contributed to family business studies through its use as a means of transferring knowledge and experience, especially with a tailored purpose. Information required for a running a family business is not always easily transferable. Explicit knowledge can be explained by words, but tacit knowledge is intangible. Cabrera-Suárez et al. (2001) suggest that discussions about the succession problem and the successor's training can be easier when the strategic importance of knowledge transfer is understood more thoroughly. The level of preparedness as well as the previously stated generational relationship are found to influence on the next generation's performance (Goldberg 1996; Morris, Williams, Allen & Avila 1997). In the ideal case, this study provides techniques for the effective training of successors in terms of interactive non-family mentoring.

Fiegener et al. (1996) called for studying the best timing for modes of preparation. Unfortunately, it was not possible to define clearly enough in this

study. Instead, one can find some determinants of the early and late periods of preparation in the light of non-family mentoring. The most commonly used criteria for defining preparation are education and working experience (see e.g. Morris, Williams & Nel 1996; Stavrou 1999). Since the preparation of the NGMs is rarely explored at a personal level, as personal mastery characterises, the perspective of this study is a contribution itself. However, the best timing of either non-family mentoring or of not using any advisors is impossible to define. The only possible determinant seems to be healthy relations with the business parent and other family members, those who should give room for the next generation practices.

In this study, ownership did not seem to have a critical point during the NGMs' early preparation period. Its importance arose with the increase in responsibility and power. This refers more to mental ownership than finance-based ownership. Mental ownership as recognised term was launched by Wahlgren (2000), who conceptualised it in a similar way to as it used here. In the case description by Carlock & Ward (2001, 100), the term 'sense of ownership' described the NGM as being part of a family business. However, the roles being balanced appeared as new challenges to the family firm's leader and manager, who is at a same time a family member, as shown within several characteristics of personal mastery achievement. The roles are usually modeled through the traditional three circle model of Tagiuri & Davis (1982) in which the family, business, and ownership systems are interrelated. Recently, the authors have added the time element of each system, creating new factors to be considered (Gersick et al. 1997; Dunn 1999). Ward (1987, 142) describes this as the most important thing in clarifying the role of family and that of business. Attention should be paid to understanding which one is emphasized, and how to balance these two systems. Non-family mentoring contributed to this matter.

The NGMs are identified as holding multiple roles. A major role of the manager is to control and regulate activities (Sorenson 2000). According to Amit & Schoemaker (1993), resources should be converted into trust between management and labor. This generates considerable pressure for a successor to become an acceptable manager and leader. The required personal qualities (see e.g. Foster 1995; Chrisman et al. 1998), and functional roles are listed in several other studies (see e.g. Handler 1990; Steier 2001; Hall 2002). Not only a manager's skills, in terms of the competence of successor, are relevant to success. One's own style of leadership increases effectiveness, which is influenced by experience; over the years, managers or/and business owners have 'learnt lessons'. These issues should be considered during the different preparation periods. The firm and its functions should not being in contrast to transfer activities. Gersick et al (1997) found certain phases that are not suitable for an outside view due to the sensitivity of problems and conflicts. It is suggested here that a 'mastered' family member is capable of facing the circumstances of anxiety.

As shown, personal mastery is a subjective experience. Others in the field may not see the potential capability of a successor in a similar way than an

individual him/herself. According to King (2003, 181), business and family would be in better shape, "if the successor's potential capability is in alignment with the complexity of the business". If not, as King (2003) suggests, the interim successor could be selected to mentor the successor in the conditions of the predecessor's retirement and the successor not yet being sufficient enough to control current complexity of the business. However, the mentor knows the mentee's potential. On the other hand, a mentor should not be judging a mentee. Non-family mentoring may be useful only in evaluating the growth advancement of the potential successor.

The studies from the last ten years have only scratched the surface of gender issue in family business literature. Women in family business are focused on more as family members or employees instead of being successors. Interestingly, Dumas (1998) ended up with the conclusion that fathers treat daughters differently in terms of business involvement. In this current study, there were signs that business parenting and parental relationships overall are different between females (daughters) and a predecessor (either father or mother). However, due to the limited amount of empirical evidence, this is not speculated upon further in this report.

The Finnish government has recognised the importance of setting policies concerning the tax system and developmental programmes in order to make succession workable and an entrepreneurial career more attractive. According to some evaluations, there are thousands of professionals helping and a boundless amount of formal education available for those concerned about their own business capability. However, there is no debate about these responding to the current needs of the representatives. Instead, based on this study, non-family mentoring offers relevance when a successor faces inner growth concerns and struggles to deal with emotions and their own willingness. In other words, 'soft' support is needed. This study will provide also practical tools in this matter.

To conclude, the next generation is willing to contribute to business and therefore self-develop continuously. This may not be possible without experiencing personal mastery and creating a subjective area in which feeling free. Especially amongst these needs, everybody needs support from outside of the family. Non-family mentoring, working as a catalyst, is essential in this matter. However, the mentorship provides no use when only a need exists and it lacks the essences of freedom, trust and comfortable spirit. Tanya (877) puts it as follows:

"...there's always the need for a sparring partner. Everyone needs one -always. And you can't always take it for granted that you find one...definitely there's the need, but for some reason it just can't work with anybody."

8 CRITICAL EVALUATIONS

This chapter consists of an evaluation of this study's applied methodology and suggestions for further studies. During my visit to the doctoral program in the IESE Business School in Barcelona during 2003, I learnt that no research is perfect²⁴. Therefore, some critical self-evaluation needs to be presented in order to show my own learning that came as a result of the research process. Since some of the methodological choices could not be changed afterwards, they are evaluated here, with some possible alternatives offered. The report concludes with my personal views that come as an outcome of the research process experience.

8.1 Applied methodology and the outcomes

Validity – standardised data gathering tools in order to replicate the study, and a correspondence between the tools and external reality – is bounded by the context of empirical epistemology. According to Salner (1989, 68-69), talk about validity should be re-defined to 'defensible knowledge claims'. Since this study takes a humanistic approach, validity should be understood in terms of evaluating the research process instead of only the validity of the results. A similar tendency is found in Hall's (2003) study. I prefer to use similar criteria. Her means of evaluation follows issues such as *reflexivity*, *internal consistency*, *richness in points*, *multiple voicing*, *literary styling*, and *analytical generalisation* aiming to trustworthiness (for a more detailed discussion, see Hall 2003, 67-73). Additionally, some evaluation is done in the light of typical criteria and critics of Grounded Theory (GT).

Reflexivity refers to a researcher's background and bias that possibly appear in the study. Sufficient reporting offers a possibility to follow the interpretations. In terms of reflexivity, I succeeded in self-analysing the

²⁴ Thanks to professor Africa Ariño, who ran the valuable methods seminar at IESE and offered eye-opening experiences together with the other doctoral students' views.

presumption and awareness of a possible bias at the beginning and also during the research process. Regarding the interpretations I have made, for example, the nature of mentoring is more likely to be affected by my personal interest and pedagogical orientation. Additionally, I admit a bias regarding my awareness of the most commonly used system approach to family business studies (see e.g. Lansberg 1999; Dunn 1999), which can be seen, to some extent, through the three main categories as they have been interpreted, and they kind of represent different levels. Most family business studies use the system approach in order to understand the relations within the family and business subsystems. This reflects the integrated nature of both the systems and their functions. Some family researchers are critical of the system approach, since it was originally developed to be applied to engineering phenomena (see e.g. Vetere & Gale 1987). Due to the single perspective in this study, the NGM can be understood as the subsystem.

Internal consistency requires that a researcher opens up the research process from the beginning until the end. This text should consist of the relevant considerations in terms of the choices made. I presented the process of analysis during of which I wrote hundreds of memos. They helped me to follow my ideas, which were subsequently developed into this report. Indeed, due to possible biases, I found it important to point out some differences between mentoring and parenting. I had pre-supposed that I see mentoring differently from parenting. Additionally, the interviewees brought up the comparative setting of these two approaches, which strengthened my idea of their different significance.

Richness in point: This study has revealed several new viewpoints for both family business and mentoring fields. Even if the data might have been richer if observation had be used in addition to interviewing, I consciously excluded an observation method due to the risk of there being a lack of trust in me from the interviewees. It might also have decreased the amount of relevant information that they did in fact give me. Observation is the most commonly used method in GT studies, especially in the field of health studies (see also Glaser & Strauss 1968). Still, *multiple voicing*, referring to the variety within the data, followed the basis of GT research that is recommended (see e.g. Glaser 1978; Strauss 1987). The variety in mentoring experiences is definitely one strength when considering the requirements of a GT approach (Glaser 1978) and a call for multi-level analysis (Handler & Kram 1988). However, such things as the different time periods of succession and maturing process, as well as the interviewees representing different fields of business with a combination of background knowledge, did not seem to be relevant in terms of non-family mentoring. Unfortunately, it was not valid to point out any clear gender differences because two female mentees (Tracy and Vicky) had a CEO-mentor, and they both represented the same period of preparation and had the same mentoring purpose.

Literary styling, in terms of the relevance in the data, is shown through the quotations and the interpretations made from them. This approach makes the

study and its report as transparent as possible. The relationship between data and theory (literature) is different in GT studies compared to other qualitative approaches. Due to my choice of methodology, I also took the freedom to see the data as it appeared to me. This is one reason why I wanted the interviewees to have anonymity, in order to create trust in them. In this report, and throughout the analysis, I have been loyal to what Glaser (1978, 9) states when he remarks that, "The analyst...does not lose his own valuable contribution...The analyst need not to constantly refer to authors and interrupt the flow of his theory". It is for this reason that the literature-material used in this study is mainly positioned in justifying or rejecting the empirical conclusions instead of integrating theories into them. Therefore, the discussions at the end of the chapters did not direct the theory building. The final substantive theory does not consist of integrating family business and mentoring literature with the empirical conclusions.

Analytical generalisation refers to the concepts that are created from the data and which can be used in different ways. As I have already described within the chapter on methodology, due to the empirical evidence, the essence of non-family mentoring was discovered. It is dealing with the phenomenon of freedom, which could have been also thought of as independence or autonomy. However, I do not see them as appropriate concepts when talking about life-long business family membership. The large amount of concepts may be one weakness of this study. For example, there could be other alternative concepts to 'personal mastery, such as 'identity'. Although, the term personal mastery appeared to be the relevant choice as mentoring is about helping successors to become the masters. In order to understand the focus on continuous inner growth here, identity is understood more as the end product of this process. Since it was not possible to explore the end product of the development, the term personal mastery was felt to be better suited.

It is of no use to generalise the essence of non-family mentoring in any context. A GT study is not about generalising but interpretation. Glaser (1978, 134), notes that theory is only grounded as a suggestion; he comments that, "theory is an integrated set of hypotheses, not of findings." Polanyi (cited in Rogers 1969, 272) has noted that researchers cannot rest on the belief that scientific knowledge is impersonal and something out 'there', that is not dealing with the individual who has discovered it. I admit that my own intentions and experience provides the bias in this report to some degree. Therefore, my background and assumptions, as they are written here, increase the credibility of the research.

I found a GT approach to be very complex and time consuming. It was, however, valuable both in terms of the contribution to the research in these two fields and my own learning. Because of the inductive logic used, I was to some extent able to find new aspects of mentoring and family business that have been paid less attention in the literature. For example, family business authors consider ownership transfer as an important element in succession (see e.g. Gersick et al. 1997), but here it is shown to have secondary importance. This

may not be evident in the conditions of a theory driven study, due to hypothesis and directive role of ownership. The authors (see Strauss & Corbin 1991) criticise Glaser's original approach, which is more likely to encourage a GT study to be naive in terms of common sense based interpretations. This study is more likely one proof of this, and I at least am aware of it. The stage of open coding, i.e. conceptualising raw data was the most difficult part because I did not have any frames as a basis and I had to experiment quite a lot. The first run of interpretations would have probably given a different view to that of the current one. However, I did not read literature until the analysis was completed. I see this as a strength in this study.

The most critical point in this study is the lack of the mentor's perspective. On the other hand, this might have increased the risk of distrust between myself as the researcher and the interviewees. As an attempt to explore the essence of mentoring, the next generation perspective was the most valid one. Similarly, Pulkkinen (1982; 1994) has realised that the children's perspective in family studies reveals the real needs and concerns. Instead of always asking for the parents' opinion, she makes the recommendation that the voices of the children be heard. It can only speculate whether the experiences might have not been expressed in the circumstances of both partners in the in-depth interviews. Furthermore, this study has added value in the fields, which is emphasised by the presence of both the predecessors' and mentors' perspectives.

The optional methodologies, in terms of studying non-family mentoring, would be an ethnographic or phenomenological approach. Since the phenomenon in this context was new and the aim was to create a substantive theory in a systematic way, GT appeared the most valuable approach. However, the axial coding paradigm, as the directive technique in the analysis, may have influenced the end product of this study. As described in the methodology chapter, a coding paradigm was only used to organise the whole body of data. It helped me to follow Glaser's suggestion about conceptualising without having a theoretical framework before or during data collection and analysis. On the other hand, constant questioning in terms of the axial coding paradigm is also a strength since the involvement of the business family may not have been elucidated without the questions going beyond the paradigm.

I have some critical views in terms of GT objectives. Firstly, not enough attention is paid to the issue of structured interviews, in terms of whether they are appropriate in conducting a GT study. Based on my experience, in-depth and open interviews proved to be more appropriate methods for data collection because they allowed the interviewees to speak freely about all the issues that they perceived as important. The interviews could have been systematically conducted along a certain time period. This may have served the longitudinal nature of this study (ref. Vicky, Tracy). The retrospective view also turned out to be relevant. Vicky's first mentorship turned to be less meaningful, in terms of reflecting back on the experience after three years. Lucas (2001) found that a successful mentorship is only identified retrospectively. In this study, some of the mentorships were still on-going and, therefore, it is not wise to evaluate

mentoring. However, utilising the retrospective perspective of some of the interviewees' experiences, I could compare the periodical differences. Furthermore, the face-to-face contact allowed me to gather the data about sensitive issues. On the other hand, the second interviews seemed to have become more distant, in terms of the sharing spirit of the first and third ones. Seidman (1998) also found this to be typical to in-depth interviews.

Furthermore, the formulation of a research problem in a grounded theory approach should be given more attention among academics. I agree with the Siitonen's view (1999), who also confronted problems from having dozens of research questions in hand. I could not create research questions without first understanding the phenomenon that I was supposed to study. According to Glaser (1978), it is not possible to state a particular research question under investigation at first, rather it becomes clearer throughout the research process. Typically, qualitative studies set research questions at the very beginning of the process. Here, there were only the aims of research.

The aim of this research was not to create formal theory but only to propose a substantive theory. This choice is partly due to a limited amount of interviewees. Glaser (1978, 142-149) argues that a substantive theory could be broadened to become a formal theory through integrating previous theories around the core category. This could be fruitful to apply to further studies. Bandura's (1977) perspectives on social learning and the issues of individuation and belonging (see for example Hall 2003), in terms of the paradox of business family influence on non-family mentoring, could also be fruitful perspectives.

Making generalisations about the essence of non-family mentoring are to be avoided. It is not either the aim of GT studies (see e.g. Glaser 1978). The sampling strategy for accessing the interviewees from the study provides limitations that cannot be ignored. Firstly, the amount of interviewees is not sufficient enough in order to create an all encompassing theory of mentoring. Moreover, the interviewees do not necessarily define a typical population of the family business successors either globally or even nationally. They also have had both a retrospective view and current evaluations of their feelings, which were under interpretation. Still, as an explorative 'journey', this study gives an idea of what issues are covered in non-family mentoring. The study also provides exploratory evidence that having an outsider's perspective is suggested for the NGMs in achieving their preparation aims. It also demonstrates that a business family has both negative and positive influence on the growth tasks (e.g. personal mastery achievement) of the NGMs. A broader view should be taken in developing further studies among the other possibilities described next.

8.2 Suggestions for further research

As with most studies, this thesis left more questions open than answered. As an explorative study, several issues arose and it was not possible to emphasise all of them. The study revealed many concepts and perspectives that should be considered more precisely in terms of both the phenomena of family business and mentoring. Furthermore, optional methodologies should be applied in further investigations. For example, the concepts of autonomy, individuation, independency and freedom refer to a similar aspect of the preparation periods of the NGMs. Similarly, personal mastery and identity have similar connotations to one another. Since there is an increase in conceptual studies of mentoring, it is relevant to first conceptualise and then justify issues stemming from family business and their meaning in terms of empirical data.

It was not possible to cover the preparation periods in whole since some of the interviewees were still experiencing an ongoing process. What characterises and determines the process of preparation and its periods should earn more attention. Then, amongst several other aims, defining this would help in creating a shared understanding as a basis for study and for use in consultancy work.

Business parenting covers issues during adulthood, and it differs from generally understood parental tasks. Its impact in terms of both childhood and adulthood would be interesting to study further, especially during the different preparation periods, as shown followed by Tanya's experience of business parenting: *"In the beginning he supported me mainly by pulling the rug from under my feet everywhere. Meaning that...a lot of people would've said then that 'go on and take care of your business in peace'."* (Tanya 870b) It could also reveal the degree of importance of the successors' childhood experiences. Comparing parenting and mentoring is not possible without a rigid sample of interviewees. In this matter, there is a need to include the parental perspective. Similarly, studying mentorship would be relevant when both partners are under investigation. However, there would be a risk of distrust, as was noticed during pilot interviews of this study.

The questions such as what is the motive for being a mentor and what difference does it make when a mentor is a Board member, family trustee or other external professionals. Furthermore, if gender does indeed matter with regards to the mentor's perspective, this could also provide crucial elements to be considered. Similarly, gender issues should earn more attention in family business studies also, since there were signs of the differences, in terms of parenting and family communication, that were perceived by the women (daughters). Since mentoring appeared to be useful next to on-the-job-learning, this relation is suggested to be an area for further study. It could also be fruitful to conduct a comparative study of mentoring being applied to different contexts.

Non-family mentoring facilitates the growth of the NGM towards gaining independence from the family. The study revealed that they need to be able to create an area in which they feel free in terms of their business actions. From a pedagogical perspective, non-family mentoring revealed that exercising freedom is a particularly important matter in terms of learning. The expression forum of mentoring requires trust in mentorship. The element of trust should be analysed in more depth. Both these, as the elements of learning environment, are hardly ever considered to be essential in mentoring and family business studies. Furthermore, freedom was seen to have three different relevances. Therefore, it is suggested that more attention be paid to this aspect in further studies, especially in the sense of focusing on freedom as a basis for conducting a study.

Case studies and surveys are the most common research methods within academic studies of family business. I recommend that researchers should conduct more in-depth case studies, such as action research and ethnography, which explore why-questions instead of what-questions. Some other methods could be used, such as observation methods, documents and written essays, to mention but a few. There seems to be a lack of discourse and narrative analysis among academics in the fields, however, conceptual studies have increased. On the other hand, large samples, in terms of applying quantitative methods, are always valuable in both cross-sectional and follow-up approaches. Therefore, not only descriptive but also reason-based studies are recommended. There is also a call for longitudinal studies, which could focus on, for example, the preparation process and evolution of mentoring (see e.g. Kram 1983; Handler 1994). Even if interdisciplinary perspectives are previously recommended and used, there is still a need to utilise perspectives, such as education, psychology and philosophy, in the field of family business studies. This study contributed in this matter through the discussion of freedom. Following my own research interests, international perspectives on mentoring should be investigated in order to find out whether culture does have an effect on the processes involved in mentoring.

This study has only scratched the surface of non-family mentoring. Definitely, the next step should be testing the mentoring criteria and the other characteristics of the categories discussed and revealed in terms of a quantitative survey. This would either reject or strengthen a theory of non-family mentoring. Non-family mentoring could now be studied using theoretical framework, such as social learning and other perspectives of pedagogy, as the basis. Leskelä (2005) already opened the 'path' of academic mentoring studies in Finland.

8.3 Some concluding words

This study has been a process of personal growth. I have confronted several interesting questions during this process. Now it is time to conclude with two arguments to which I am determined to personally contribute.

I prefer to understand mentoring as valuable for personal growth instead of the way it is typically understood solely as a method or tool for development. I have faced the question of why do I aim to define mentoring? Is it anything new at all or has it already existed before the term became trendy? I see that mentoring is nothing new but the result of advancing the old tradition of good practice. It is a typical example of launching a new term, a new method, as has been seen with cases such as team work and quality management, just to mention couple of them. In every work place mentoring certainly exists in at least its natural forms. If we only understand its potential value and purpose, then the technique becomes of secondary importance. It is essential to bear in mind the original philosophy behind mentoring, which comes from Greek mythology. Therefore, mentoring should be seen still as *a very special way of caring in a non-profitable sense*. Its effect is not only in developing skills but also taking a new look at the world. However, I hope that not all the development methods or one-to-one professional relationships are referred to as mentoring. Otherwise mentoring loses its meaning. I recommend that consideration should be made of its essential characteristics, such as trust as a precondition for mentorship, and a learning environment that provides freedom, that were revealed in this study. Moreover, mentoring is based on experiential know-how.

I strongly agree that non-family mentoring is only complimentary to parental tasks and other learning possibilities. A critique I once received came from a 3rd generation family business member; he would not consider mentoring for his son due to me forgetting a statement about its usefulness next to fathering. Parenting and other family relations are life-long circumstances, which one needs to face. However, sometimes, one needs a temporary outside perspective. Non-family mentoring for family business use gives a possibility to broaden both personal and business perspectives, and it is recommended to those who are aware of its voluntary basis. The bridge between the generations can be healthily maintained when everybody finds inner freedom within daily circumstances. And non-family mentoring appeared, crucially, to be meaningful in this matter.

TIIVISTELMÄ

Tutkimuksen tarkoituksena on lisätä ymmärrystä mentoroinnin merkityksestä ja olemuksesta perheyriksen jatkajien valmistautumisessa. Tarkoitus on myös ottaa kantaa mentoroinnin määritelmään, sillä mentorointi määritellään kirjallisuudessa ja käytännön toimijoiden kesken monella eri tavalla. Tutkimus toteutettiin seuraamalla Grounded Theory (GT) -metodologian periaatteita. Aineisto perustuu henkilökohtaisiin syvähaastatteluihin, jotka tehtiin seitsemälle perheyriksen jatkajapolven jäsenelle. Heistä kukin edustaa eri perheyriystä ja toimii erilaisissa vastuissa. Kaikille yhteistä on mentorointikokemus ja sukupolvenvaihdoksen kysymykset.

Tutkimuksessa päädyttiin yhden ydinkategorian ja kolmen pääkategorian kautta alustavaan teoriakehitelmään mentoroinnin merkityksellisestä asemasta mentoroitavan eli perheyriksen seuraajapolven jäsenen kasvupolulla. Ydinkategoriana on vapaus, joka ilmiönä tarkoittaa jatkajan henkilökohtaista tunteista vapaudesta. Sen tunnistaminen on mahdollista perheen ulkopuolisen mentorin tuella. Tutkimuksessa vapautta tarkastellaan kolmesta teoreettisesta näkökulmasta, jotka tukevat tutkimusaineistosta tulkittujen pääkategorioiden analyysiä: jatkajan vapautta tavoitella omaa mestaruuttaan, vapautta yritysperheen vaikutuksesta ja vapauden harjoittamisen mahdollisuutta mentorointikeskustelujen aikana.

Ammatillisen kasvuprosessinsa aikana jatkaja pyrkii saavuttamaan mestaruutensa työssä kohtaamissaan tilanteissa. Hän rakentaa itselleen henkisesti vapaata aluetta pystyäkseen toimimaan ja kohtaamaan uudet haasteet. Hänen vapauden tuntemustaan estävät vaillinaiseen itsetuntemukseen viittaavat yksilötason tekijät, kuten oma kyvyttömyys ja riittämättömyys. Niitä hän käsittelee ajankohtaisina kasvukysymyksinä mentorinsa kanssa. Toisaalta toimintaympäristö, kuten organisaation muut jäsenet, voivat estää yksilöä toimimasta vapaasti omalla alueellaan. Toimintaympäristön haasteet ja esteet hyväksytään vapautta rajoittavina, koska ilman niitä yksilö ei voi tietää ja tuntea vapauttaan. Tämä aiheuttaa jatkajan tarpeen kehittää itsensä hallinnan keinoja. Tarve nousee esiin, kun jatkaja kohtaa johtotehtävissään rooliristiriitoja.

Toimintaympäristön voimakkaita rajoitteita ovat myös yritysperhe ja – erityisesti sukupolvenvaihdoksen aikana – luopuvan osapuolen olemassaolon vaikutus. Kahden sukupolven kohtaaminen on tunnelatautunut tilanne, ja yrityksen jatkuvuuden turvaaminen luo siihen lisäjännitteitä. Jatkaja tarvitse itsetuntemusta ja erilaisia käyttäytymismalleja mm. kyetäkseen kohtaamaan yritysperheensä, jota hän aina edustaa. Paradoksaalisesti jatkajan on myös irtauduttava yritysperheestään. Tässä tutkimuksessa yritysperheen vaikutuksen osoitetaan olevan eräs motiivi siihen, että jatkaja hakeutuu ihmissuhteeseen perheen ulkopuolisen mentorin kanssa.

Jatkaja kokee mentoroinnin olevan positiivisuutta ja uskoa henkivä tila, joka edistää oppimista. Mentorointitilanteessa jatkaja voi tuntea olevansa vapaa yritysperheen vaikutuksesta ja sen tyypillisesti negatiivisorientoituneesta ja

kriittisestä ilmapiiristä. Hän voi avautua puhumaan ja testaamaan ideoitaan pelkäämättä, että hänet tyrmätään. Mentorointi koetaan eräänlaisena epäaitona tilanteena reaali maailmaan verrattuna ja avoimena vapauden tuntemukselle, sillä jatkaja saa hetken olla vailla päivittäisiä työvastuita. Tähän kaikkeen on mahdollisuus silloin, kun mentoroinnin lähtökohdat ovat tässä tutkimuksessa mallinnetun mukaiset.

Mentorointi nähdään kasvatuksellisena otteena, joka perustuu luottamukseen osapuolten välillä. Luottamus rakentuu osapuolten jakamasta ydinintressistä, yhtenevistä arvoista, keskinäisestä arvostuksesta ja henkilökemiasta. Luottamuksen väheneminen on usein syynä siihen, että mentorointia ei koeta enää tarkoituksenmukaisena. Toinen tärkeä mentoroinnin olemus on sen mahdollistama tila, joka ohjaa jatkajan henkisen kasvun tehtävien etenemistä. Mentor antaa tilaa mentoroitavalleen tämän kasvumatkan varrella. Perheyrityksen yhteydessä mentoroinnissa korostuu perheen ulkopuolisen kasvattajan merkitys. Perheyrityksen jatkajan tarpeisiin vastaava mentorointi on ymmärrettävä asetelmana, jossa mentorina toimii joku muu kuin mentoroitavan verisukulainen.

Myönteisen kokemuksen edellytyksiä ovat lisäksi mentorin olemassaolo ja hänen tapansa toimia. Jatkaja näkee mentorin roolimallina, jonka kunnioitettavasta olemuksesta ja toimintatavoista hän ammentaa omat sovelluksensa. Jatkaja arvostaa mentorin ylläpitämää vuorovaikutusta ja kiinnostusta jatkajan kehitystarpeita kohtaan. Omien neuvojen antamisen sijaan mentor esittää kysymyksiä ja antaa realistista palautetta. Lisäksi mentor haastaa mentoroitavansa pohtimaan asioita myös keskustelutilanteiden ulkopuolella.

Tutkimuksen perusteella päädytään ehdottamaan joitakin mentoroinnin periaatteita käytännön toimijoita varten. Mentoroinnin kolmen tyypin praktinen mallinnus auttaa erityisesti niitä, jotka hyväksyvät perheen ulkopuolisen osaamisressusin hyödyntämisen jälkikasvunsa urapolulla. Mentorointia tarvitaan kussakin valmistautumisen vaiheessa. Vaiheet –aikainen ja myöhäinen–määrittävät jatkajan siirtyessä uusiin työvastuisiin. Mentoroinnin *uralle haastamisen* tehtävä ajoittuu jatkajapäätöksen tekemiseen. Tällöin voi osoittautua hyödylliseksi myös se, että mentoroitava ei päädy jatkamaan perheen yritystä. Seuraavassa vaiheessa mentoroinnista on apua *sosiaalistamisen* tavoitteissa. Vaihe on tärkeä erityisesti naispuolisille jatkajille, jotka etenevät ensimmäisiin johtajavastuisiin. Perheyrityksen jatkajan kasvupolku etenee henkilökohtaisen kyvykkyyden punnitsemisen voimin. Mitä pidemmälle perheyrityksen jatkaja vastuissaan etenee, sitä enemmän hän kohtaa uusia tilanteita, joihin hän ei ole valmistautunut ja joihin hänellä ei ole valmiuksia. Vallan ja vastuun lisääntyminen saa aikaan uusien roolien ristiriitoja, ja moninaisten roolien herättämät voimakkaat tunteet hallitsevat päätöksenteon tilanteita. Mentoroinnilla on merkittävä vaikutus tunteiden rationaalistamiseen. Tämän jatkajan tunteiden hallintaan keskittyvän vaiheen aikana mentorointi on tyypiltään *neutralointia*.

Mentoroinnilla osoitetaan olevan katalysoiva tehtävä perheyrityksen jatkajaksi kasvamisessa. Jatkaja kokee vapautuvansa yritysperheen synnyttämän ilmapiirin vaikutuksesta. Kuvaannollisesti mentor kulkee mentoroitavansa rin-

nalla. Lopuksi ammatillista ystävyyttä määrittävä mentorointi kiteytyy paradoksiksi: *mentorin tehtävä on tehdä itsensä tarpeettomaksi!* Koska mentoroinnilla ei tueta yksilön henkistä kasvua ikuisesti, jatkajasta on tultava itseohjautuva. Mentoroinniksi ei tulisi kutsua perheenjäsenen välistä ohjaussuhdetta (parenting). Vanhemmuuden tehtävä perheessä on elinikäinen, mentorointi on väliaikaista. Jatkaja tarvitsee tuekseen aika ajoin katalyytin, kuten mentoroinnin. Mentorointi ei korvaa muita yksilön kannalta tarkoituksenmukaisia kehittämismenetelmiä, sillä mentorointia toteutetaan koulutuksen tai vastaavan rinnalla. Kaikille ei sovi mentorointi, vaan esimerkiksi vertaisryhmät tai työtoveruus voivat tarjota vastaavan ammatillisen kasvun tuen.

Tässä tutkimuksessa osoitettavasta mentoroinnin ajattelumallista on hyötyä niille, jotka miettivät keinoja kokemuksen ja hiljaisen tiedon välittämiseksi. Tarve on ajankohtainen, sillä tärkeä osaamisen pääoma niin perheyriyksissä kuin muissakin työyhteisöissä uhkaa kadota eläkkeelle siirtyvän sukupolven myötä. Tämä tutkimus aukaisee tietämyksen välittymiseen mentoroinnilla uuden näkökulman, jossa korostuu yksilölle annettavan tilan merkitys. Sen ymmärtäminen on keino myös yrityisperheen harmonian ylläpitämiseksi ja sukupolvenvaihdosprosessin eri vaiheista selviämiseksi.

Avainsanat: Grounded Theory, perheyritys, yrityisperhe, sukupolvenvaihdos, seuraajapolvi, jatkajan valmistautuminen, mentorointi, oma mestaruus, vapaus

REFERENCES

- Alasuutari, P. 1994. Laadullinen tutkimus (2nd edition: in Finnish). Jyväskylä: Gummerus.
- Allen, T. D. & Eby, L. T. 2003. Relationship Effectiveness for Mentors: Factor Associated with Learning and Quality. *Journal of Management* 29 (4), 469-486.
- Allen, T. D. 2003. Mentoring others: A Dispositional and Motivational approach. *Journal of Vocational Behavior* 62, 134-154.
- Ambrose, D. M. 1983. Transfer of the Family-Owned Business. *Journal of Small Business Management* 21 (1), 49-56.
- Amit, R. & Schoemaker, P. J. 1993. Strategic assets and organizational rent, *Strategic Management Journal* 14, 33-46.
- Anderson, S. L. & Betz, V. E. 2001. Sources of Social Self-Efficacy Expectations: Their Measurement and Relation to Career Development. *Journal of Vocational Behavior* 58, 98-117.
- Anttila, P. 1998. Tutkimisen taito ja tiedon hankinta. Jyväskylä: Gummerus.
- Astrachan, J. H., Klein, S. B. & Smyrniotis, K. 2002. The F-PEC Scale of Family Influence: A Proposal for Solving the Family Business Definition Problem. *Family Business Review* 15 (1), 45-58.
- Bandura, A. 1977. *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Barach, J. A., Ganitsky J., Carson, J. A. & Doochin, B. A. 1988. Entry of the Next Generation: Strategic Challenge for Family Business. *Journal of Small Business Management* 26 (2), 49-56.
- Barach, J. A. & Ganitsky, J. B. 1995. Successful Succession in Family Business. *Family Business Review* 8 (2), 131-155.
- Barnes, L. B. & Hershon, S. A. 1976. Transferring Power in the Family Business. *Harvard Business Review* 54 (4), 105-114.
- Baumrind, D. 1989. Rearing competent children. In Damon, W. (ed.) *Child Development today and tomorrow*. San Francisco: Jossey-Bass.
- Bennett 1964. *Rationality. An Essay Towards Analysis*. Great Britain: Routledge.
- Berlin, I. 1969. *Four Essays on Liberty*. Oxford University Press: Great Britain.
- Berlin, I. 1980. Concepts and Categories. *Philosophical Essays*. In (ed.) H. Hardy. Great Britain: Oxford University Press.
- Billet, S. 1994. Situating Learning in the Workplace - Having Another Look at Apprenticeships. *Industrial and Commercial Training* 26 (11), 9-16.
- Bisk, L. 2002. Formal Entrepreneurial Mentoring: The Efficacy of Third Party Managed Programs. *Career Development International* 7 (5), 262-270.
- Bleach, K. 1997. The Importance of Critical Self-Reflection in Mentoring Newly Qualified Teachers. *Mentoring and Tutoring* 4 (3), 19-24.
- Bogdan, R. C. & Biklen, S. K. 1992. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.

- Bokeno, M. R. & Gantt, V. W. 2000. Dialogic Mentoring. Core Relationships for Organizational Learning. *Management Communication Quarterly* 14 (2), 237-270.
- Booth, R. 1996. Mentor or Manager: What is the Difference? A Case Study in Supervisory mentoring. *Leadership & Organization Development Journal* 17 (3), 31-37.
- Boyd, J. H. 1998. Mentoring in Family Firms: A Reflective Analysis of Senior Executives' Perceptions. Doctoral Dissertation. UMI Services.
- Boyd, J. H., Upton, V. & Wircenski, M. 1999. Mentoring in Family Firms: A Reflective Analysis of Senior Executive's Perceptions. *Family Business Review* 12 (4), 299-309.
- Braund, M. 2001. Helping Primary Student Teachers Understand Pupils' Learning: Exploring the Student-mentor interaction. *Mentoring & Tutoring* 9 (3), 189-200.
- Brockhaus, R. H. 2004. Family Business Succession: Suggestions for Future Research. *Family Business Review* 17 (2), 165-177.
- Burke, R. J. & McKeen, C. A. 1997. Benefits of Mentoring Relationships among Managerial and Professional Women: A Cautionary Tale. *Journal of Vocational Behavior* 51, 43-57.
- Burton, D. 1995. Defining the Role of the University Mentor in Initial Teacher Education. *Mentoring and Tutoring* 3 (2), 46-55.
- Cabrera-Suárez, K., De Saá-Pérez, P. & García-Almeida, D. 2001. The Succession Process from a Resource- and Knowledge- Based View of the Family Firm, *Family Business Review* 14 (1), 37-47.
- Carlock, R. S. & Ward, J. L. 2001. *Strategic Planning for the Family Business*. New York: Palgrave.
- Cameron-Jones 1993. 'Must a Mentor Have Two Sides?'. *Mentoring* 1 (1) 5-8.
- Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J. & Gardner, P. D. 1994. Organizational Socialization: Its Content and Consequences, *Journal of Applied Psychology* 79, 730-743.
- Chao, G. T. 1997. Mentoring Phases and Outcomes. *Journal of Vocational Behavior* 51, 15-28.
- Chao, G. T., Walz, P. M. & Gardner, P. D. 1992. Formal and Informal Mentorships: A Comparison on Mentoring Functions and Contrast with Nonmentored Counterparts. *Personnel Psychology* 45 (3), 619-636.
- Chao, G. T. & Kozlowski, S. W. J. 1992. Mentoring Phases and Outcomes. Working Paper, Annual Meeting of the Academy of Management. Las Vegas.
- Chell, E., Haworth, J. & Brearby, S. 1994. *The Entrepreneurial Personality: Concepts, Cases and Categories*. London: Routledge.
- Chrisman, J.J., Chua, J.H. & Sharma, P. 1998. Important Attributes of Successors in Family Businesses: An Exploratory Study. *Family Business Review* 6 (1), 19-34.
- Chua, J. H., Chrisman, J. J. & Sharma, P. 1999. Defining the Family Business by Behavior. *Entrepreneurship Theory and Practice* 23 (4), 19-39.

- Chua, J. H., Chrisman, J. J. & Chang, E. P. 2004. Are Family Firms Born or Made? An Exploratory Investigation. *Family Business Review* 17(1), 37-54.
- Ciampa, D. & Watkins, M. 1999. The Successor's Dilemma. *Harvard Business Review* 77 (6), 160-169.
- Clawson, J. G. & Kram, K. E. 1984. Managing Cross-Gender Mentoring. *Business Horizon* (May-June), 22-32.
- Clutterback, D. 1998. *Learning Alliances - Tapping into Talent*. London: IPD House.
- Clutterback, D. 1999. Mentoring in Business: Executives and Directors. *Mentoring and Tutoring* 6 (3), 76-84.
- Cohen, G. L., Steele, C. M. & Ross, L. D. 1999. The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide. *Personality and Social Psychology Bulletin* 25 (10), 1302-1318.
- Cosier, R. A. & Ruble, T. L. 1981. Research on Conflict-handling Behavior: An Experimental Approach. *Academy of Management Journal* 24, 816-831.
- Danco, L. A. 1997. Mentoring the Next Generation. *Family Business Succession Handbook*, 49-50. Philadelphia: Family Business Magazine.
- Darwin, A. 2000. Critical Reflections on Mentoring in Work Settings. *Adult Education Quarterly* 50 (3), 197-211.
- Davis, P. S. & Harveston, P. D. 1998. The Influence of Family on the Family Business Succession Process: a Multi-Generational Perspective. *Entrepreneurship Theory & Practice* 10 (Spring), 31-53.
- Davis, P. S. & Harveston, P. D. 1999. In the Founder's Shadow: Conflict in the Family Firm. *Family Business Review* 12 (4), 311-323.
- Denison, D., Lief, C. & Ward, John L. 2004. Culture in Family-Owned Enterprises: Recognizing and Leveraging Unique Strengths. *Family Business Review* 17 (1), 61-70.
- Dreher, G. & Ash, R. 1990. A Comparative Study of Mentoring Among Men and Women in Managerial, Professional and Technical Positions. *Journal of Applied Psychology* 75, 525-535.
- Dumas, C. 1992. Integrating the Daughter into Family Business Management. *Entrepreneurship Theory & Practice* (Summer), 41-55.
- Dumas, C. 1998. Women's pathways to participation and leadership in the family-owned firm. *Family Business Review* 11 (3), 219-227.
- Dunn, B. 1999. The Family Factor: The Impact of Family Relationship Dynamics on Business-Owning Families during Transitions, *Family Business Review* 12 (1), 41-60.
- Dyer, Jr., W. G. 1986. *Cultural Change in Family Firms*, San Francisco; Jossey-Bass.
- Dyer, Jr., W. G. 2003. The Family: The Missing Variable in Organizational Research. *Entrepreneurship Theory & Practice* 27 (4), 401-416.
- Eby, L. T. 1997. Alternative Forms of Mentoring in Changing Organizational Environments: A Conceptual Extension of the Mentoring Literature. *Journal of Vocational Behavior* 51, 125-144.

- Eby, L. T., McManus, S. E., Simon, S. A. & Russell, J. E. A. 2000. The Protégé's Perspective Regarding Negative Mentoring Experiences: The Development of a Taxonomy. *Journal of Vocational Behavior* 57, 1-21.
- Ehrnrooth, J. 1990. Intuitio ja analyysi. In (ed.) Mäkelä, Klaus Kvalitatiivisen aineiston analyysi ja tulkinta (in Finnish), 30-41. Helsinki: Painokaari.
- Enomoto, E. K., Gardiner, M. E. & Grogan, M. 2000. Notes to Athene. Mentoring Relationships for Women of Color. *Urban Education* 35 (5), 567-583.
- Erjanti, H. 1999. From Emotional Turmoil to Tranquility. Doctoral Dissertation. *Acta Universitatis Tamperensis* 715.
- Feldman, D. C. & Bolino, M. C. 1999. The Impact of On-site Mentoring on Expatriate Socialization: A Structural Equation Modelling Approach. *The International Journal of Human Resource Management* 10 (1), 54-71.
- Fiegenger, M. K., Brown, B. M., Prince, R. A. & File, K. M. 1996. Passing on Strategic Vision: Favored Modes of Successor Preparation by CEOs of Family and Nonfamily Firms. *Journal of Small Business Management* 34 (3), 15-26.
- Field, K. 1997. You and Your Mentor. *Mentoring and Tutoring* 4 (3), 25-32.
- Foster, A. 1995. Developing Leadership in the successor generation, *Family Business Review* 8 (4), 201-209.
- Fox, R. L. & Schuhman, R. A. 2001. Mentoring Experiences of Women City Managers. Are Women Disadvantaged? *American Review of Public Administration* 31 (4), 381-392.
- Gallo, M. A., Corbetta, G., Dyer, G., Tomaselli, S., Montemerlo, D. and Cappuyns, K. 2001. Success as a Function of Love, Trust and Freedom in Family Businesses. IESE, Chair of Empresa Familiar. Monograph, No. 4.
- Gehrke, N. 1988. Toward a Definition of Mentoring. *Theory and Practice* 27 (3), 191-194.
- Gerris, J. 1994. Perhearvot vanhempien silmin: Perhe-elämän ja lastenkasvatuksen arvoperustaiset mallit. In Juha Virkki (ed.) *Ydinperheestä yksilöllistyviin perheisiin* (in Finnish), 144-162. Juva: WSOY.
- Gersick, K. E., Davis, J. A., McCollom Hampton, M. & Lansberg, I. 1997. *Generation to Generation: Life Cycles of the Family Business*. Boston: Harvard Business School.
- Gersick, K. E., Lansberg, I., Desjardins, M. & Dunn, B. 1999. Stages and Transitions: Managing Change in the Family Business. *Family Business Review* 12 (4), 287-297.
- Gibb, S. 1994. Evaluating Mentoring. *Education + Training* 36 (5), 32-39.
- Glaser, B. 1978. *Theoretical Sensitivity. Advances in the Methodology of Grounded Theory*. Mill Valley, California: Sociology Press.
- Glaser, B. 2002. Constructivist Grounded Theory? *Forum: Qualitative Social Research. On-line Journal*, 3(3), 47 paragraphs. Available at <http://www.qualitative-research.net/fqs/fqs-eng.htm>. 20.10.2002
- Glaser, B. & Strauss, A. 1968. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. 2nd edition. London: Weidenfeld and Nicolson.

- Godshalk, V. M. & Sosik, J. J. 2000. Does Mentor-Protégé Agreement on Mentor Leadership Behavior Influence the Quality of a Mentoring Relationship? *Group & Organization Management* 25 (3), 291-317.
- Goldberg, S. D. 1996. Effective Successors in Family-Owned Businesses: Significant Elements. *Family Business Review* 9 (2), 185-197.
- Grady, K. 2002. Mentoring the Next Generation. *Families in Business* 1 (4), 64-66.
- Griffin, B. 1995. Student Mentoring to Facilitate University Entry. *Mentoring and Tutoring* 3 (2), 21-24.
- Grote, J. 2003. Conflicting Generations: A New Theory of Family Business Rivalry. *Family Business Review* 15, 113-124.
- Gubrium, J. F. & Holstein, J. A. 1990. *What is Family?* Mayfield Publications.
- Hall, A. 2002. External Management of Family Businesses: Succession As a Role Transition Process. FBN 13th Annual World Conference, Helsinki. *Academic Research Proceedings* (eds. Koiranen & Karlsson), 403-424.
- Hall, A. 2003. *Strategising in the Context of Genuine Relations: An Interpretative Study of Strategic Renewal through Family Interaction*. JIBS Dissertation Series No. 018. Jönköping: Parajett.
- Handler, W. C. 1990. Succession in Family Firms: A Mutual Role Adjustment between Entrepreneur and Next-Generation Family Members. *Entrepreneurship Theory and Practice* 15 (1), 37-51.
- Handler, W. C. 1994. Succession in Family Business: A Review of the Research. *Family Business Review* 7(2), 133-157.
- Handler, W.C. & Kram, K.E. 1988. Succession in Family Firms: The Problem of Resistance. *Family Business Review* 1 (4), 361-381.
- Hardcastle, B. 1988. Spiritual Connections: Proteges Reflections on Significant Mentorships. *Theory and Practice* 27 (3), 201-208.
- Harvey, M., Buckley, R. M., Novicevic, M. M. & Wiese, D. 1999. Mentoring Dual-Career Expatriates: A Sense-Making and Sense-Giving Social Support Process. *International Journal of Human Resource Management* 10 (5), 808-827.
- Higgins, M. & Kram, K. E. 2001. Reconceptualizing Mentoring at Work: A Developmental Network Perspective. *Academy of Management Review* 26 (2), 264-288.
- Holbeche, L. 1996. Peer Mentoring: The Challenges and Opportunities. *Career Development International* 1 (7), 24-27.
- Holland, P. J. G. 1981. *Strategic Management in Family Business: An Exploratory Study of the Development and Strategic Effects of the Family-Business Relationship*. Doctoral Dissertation. University of Georgia.
- Holliday, M. 2001. *Couching, Mentoring & Managing. A Couch Guidebook*. USA: Career Press.
- Hutchins, R. M. (ed.) 1952. *The Iliad of Homer The Odyssey*. Chicago: Encyclopedia Britannica.
- Juusela, T., Lillia, T. & Rinne, J. 2000. *Mentoroinnin monet kasvot* (in Finnish). Jyväskylä: Gummerus.

- Kaye, K. & Hamilton, S. 2004. Roles of Trust in Consulting to Financial Families. *Family Business Review* 17 (2), 151-163.
- Kaye, B. & Jacobson, B. 1995. Mentoring: A group Guide. *Training & Development* 4, 23-27.
- Kellermanns, F. W. & Eddleston, K. A. 2004. Feuding Families: When Conflict Does a Family Firm Good. *Entrepreneurship Theory and Practice* (Spring), 209-228.
- Kepner, E. 1983. The Family and the Firm. A Coevolutionary Perspective. *Organizational Dynamics*, Summer, 57-70.
- Kets de Vries, M. 1996. *Family Business: Human Dilemmas in the Family Firm*. London: Thomson.
- King, S. 2003. Organizational Performance and Conceptual Capability: The Relationship Between Organizational Performance and Successors' Capability in a Family-Owned Firm. *Family Business Review* 16 (3), 173-182.
- Kleinman, G., Siegel, P. H. & Eckstein, C. 2001. Mentoring and Learning: The Case of CPA Firms. *Leadership & Organization Development Journal* 22 (1), 22-33.
- Koiranen, M. 1998. *Perheyrittäminen* (in Finnish). Tampere: Tammer-Paino.
- Kram, K. E. 1983. Phases of the Mentor Relationship. *Academy of Management Journal* 26 (4), 608-625.
- Kram, K. E. 1985. Improving the Mentoring Process. *Training and Development Journal* (April), 40-43.
- Kram, K. E. & Isabella, L. A. 1985. Mentoring Alternatives: The Role of Peer Relationships in Career Development. *Academy of Management Journal* 28 (1), 110-132.
- Kyrö, P. 2004. Tutkimusprosessi valintojen polkuna. Tampereen yliopiston ammattikasvatuksen tutkimus- ja koulutuskeskus 1.
- Lacey, K. 1999. *Making mentoring happen. A simple and effective guide to implementing a successful mentoring program*. Maryborough: Business and Professional Publishing.
- LaChapelle, K. & Barnes, L. B. 1998. The Trust Catalyst in Family-Owned Businesses. *Family Business Review* 11 (1), 1-17.
- Lankau, M. J. & Scandura, T. A. 2002. An Investigation of Personal Learning in Mentoring Relationships: Content, Antecedents, and Consequences. *Academy of Management Journal* 45 (4), 779-790.
- Lansberg, I. 1988. The Succession Conspiracy. *Family Business Review* 1 (Summer), 119-143.
- Lansberg, I. 1999. *Succeeding Generations; Realizing the Dreams of Families in Business*. Boston: Harvard Business School.
- Lansberg, I. & Astrachan, J. H. 1994. Influence of Family Relationships on Succession Planning and Training: The Importance of mediating factors. *Family Business Review* 7 (1), 39-59.

- Laukkanen, S. 1994. Sukupolvenvaihdos perheyriityksessä –inhimillinen näkökulma (in Finnish). Licenciate Thesis. Tampereen teknillinen korkeakoulu. Tutkimusraportteja 3/94.
- Leskelä, J. 2005. Mentorointi aikuisopiskelijan ammatillisen kehittymisen tukena (in Finnish). Doctoral Dissertation. Acta Universitatis Tamperensis 1090.
- Levinson, H. 1971. Conflicts That Plague Family Businesses. *Harvard Business Review* 49 (2), 90-98.
- Levinson, D. J., Darrow, D., Levinson, M. Klein, E. B. & McKee, B. 1978. *Seasons of a Man's Life*. New York: Academic Press.
- Lewis, A. E. & Fagenson, E. A. 1995. Strategies for Developing Women Managers: How Well Do They Fulfil their Objectives. *Journal of Management Development* 14 (2), 39-53.
- Lewis, G. 1996. *Mentoring Manager: Strategies for Fostering Talent and Spreading Knowledge*, London: Prentice Hall.
- Linnehan, F. 2003. A Longitudinal Study of Work-Based, Adult-Youth Mentoring. *Journal of Vocational Behavior* 63, 40-54.
- Little, B. 1995. Mentoring in Higher Education: A Synoptic Overview. *Mentoring and Tutoring* 3 (2), 19-20.
- Locke, K. 2001. *Grounded Theory in Management Research*. London: Sage Publications.
- Long, J. 1997. Mentoring for School Based Teacher Education in Australia. *Mentoring and Tutoring* 4 (3), 11-18.
- Longenecker, J. G. & Schoen, J. E. (1978) Management Succession in the Family Business. *Journal of Small Business Management* 7, 1-6.
- Lowe, A. 1996. An Explanation of Grounded Theory. *Swedish School of Economics and Business Administration, Working Papers*, 336.
- Lucas, K. F. 2001. The Social Construction of Mentoring Roles. *Mentoring and Tutoring* 9 (1), 23-47.
- Malinen, A. 2000. *Toward the Essence of Adult Experiential Learning*. Doctoral Dissertation. SoPhi, University of Jyväskylä.
- Manz, C. C. 1986. Self-Leadership: Toward an Expanded Theory of Self-Influence Processes in Organization. *Academy of Management Review* 11, 585-600.
- Martin, H. F. 2001. Is Family Governance an Oxymoron? *Family Business Review* 14 (2), 91-96.
- Matthews, C. H., Moore, T. W. & Fialko, A. S. 1999. Succession in the Family Firm: A Cognitive Categorization Perspective. *Family Business Review* 12 (2), 159-169.
- McGivern, C. 1978. The Dynamics of Management Succession. *Management Decision* 16 (1), 32-41.
- McManus, S. E. & Russell, J. E. A. 1997. New Directions for Mentoring Research: An Examination of Related Constructs, *Journal of Vocational Behavior* 51, 145-161.

- Moberg, D. J. & Velasque, M. 2004. The Ethics of Mentoring. *Business Ethics Quarterly* 14 (1), 95-122.
- Morris, M. H., Williams, R. W., Allen, J. A. & Avila, R. A. 1997. Correlates of Success in Family Business Transitions. *Journal of Business Venturing* 12, 385-401.
- Morris, M. H., Williams, R. W. & Nel, D. 1996. Factors Influencing Family Business Succession. *International Journal of Entrepreneurial Behaviour & Research* 2 (3), 68-81.
- Morrison, E. W. 1993. Newcomer Information Seeking: Exploring Types, Modes, Sources, and Outcomes, *Academy of Management Journal* 36, 557-589.
- Mullen, E. J. 1994. Framing the Mentoring Relationship as an Information Exchange, *Human Resource Management Review* 4 (3), 257-281.
- Mumford, A. 1995. Learning Styles and Mentoring. *Industrial and Commercial Training* 27 (8), 4-7.
- Mäkelä, K. 1990. Kvalitatiivisen analyysin arviointiperusteet (in Finnish). In (ed.) Mäkelä, K. Kvalitatiivisen aineiston analyysi ja tulkinta. Helsinki: Painokaari, 42-61.
- Nash, P. 1966. Authority and Freedom in Education. An Introduction to the Philosophy of Education. New York: John Wiley & Sons.
- Neubauer, F. & Alden, L. G. 1998. Family Business: Its Governance for Sustainability. London: MacMillan.
- Nielson, T. R. , Carlson, D. S. & Lankau, M. J. 2001. The Supportive Mentor as a Means of Reducing Work-Family Conflict. *Journal of Vocational Behavior* 59, 364-381.
- Noe, R. A. 1988. An Investigation of the Determinants of Successful Assigned Mentoring Relationships. *Personnel Psychology* 41, 457-479.
- Oesch, E. 1994. Tulkinnasta: Tulkinnan tieteelliset perusteet modernissa ja filosofisessa hermeneutiikassa. *Filosofisia tutkimuksia Tampereen yliopistosta* 53.
- Olian, J., Carroll, S., Giannantonio, C. M. & Feren, D. B. 1988. What Do Proteges Look for in a Mentor? Results of Three Experimental Studies. *Journal of Vocational Behaviour* 33 (1), 15-37.
- Palonen, K. 1988. Tekstistä politiikkaan. Johdatusta Tulkintataitoon. Hämeenlinna: Karisto.
- Parkay, F. W. 1988. Reflections of a Protégé. *Theory into Practice* 27 (3), 195-200.
- Parker, V. A. & Kram, K. E. 1993. Women Mentoring Women: Creating Conditions for Connection. *Business Horizons* (March-April), 42-51.
- Peay, R. T. & Dyer, Jr. G. W. 1989. Power Orientations of Entrepreneurs and Succession Planning. *Journal of Small Business Management* 27 (1), 31-36.
- Philip, K. & Hendry, L. B. 1996. Young People and Mentoring -towards a typology? *Journal of Adolescence* 19, 189-201.
- Piaget, J. 1988. Lapsi maailmansa rakentajana: Kuusi esseetä lapsen kehityksestä. (in Finnish: Saara Palmgren). Porvoo: WSOY.

- Poza, E. J., Hanlon, S. & Kishida, R. 2004. Does the Family Business Interaction Factor Represent a Resource or a Cost? *Family Business Review* 17 (2), 99-118.
- Pratt, M. G. & Doucet, L. 2000. Ambivalent Feelings in Organizational Relationships. In S. Fineman (ed.) *Emotion in Organization*. London: Sage Publications.
- Pulkkinen, L. 1994. Millaista lastenkasvatusta nykytutkimus suosittelee?. In Juha Virkki (ed.) *Ydinperheestä yksilöllistyviin perheisiin* (in Finnish). Juva: WSOY. 26-45.
- Pulkkinen, L. 1982. Life-styles in Personality Development. *European Journal of Personality* 6, 139-155.
- Pullen, T. 1996. Changing Roles or Starting a New Job. *Career Development International*, 1 (2), 42-46.
- Putman, K., Bradford, S. & Cleminson, A. 1993. An Analysis of the Role of the Mentor in Professional Education: A Comparative Study. *Mentoring* 1 (1), 9-15.
- Ragins, B. R. 1989. Barriers to Mentoring: The Female Manager's Dilemma. *Human Relations* 42 (1), 1-23.
- Ragins, B. R. 1997. Diversified Mentoring Relationships in Organizations: A Power Perspective. *Academy of Management Review* 22 (2), 482-521.
- Ragins, B. R. & Cotton, J. L. 1991. Easier Said than Done: Gender Differences in Perceived Barriers to Gaining a Mentor. *Academy of Management Journal* 34 (4), 939-951.
- Ragins, B. R., Cotton, J. L. & Miller, J. S. 2000. Marginal Mentoring: The Effects of Type of Mentor, Quality of Relationship, and Program Design on Work and Career Attitudes. *Academy of Management Journal* 43 (6), 1177-1194.
- Ragins, B. R. & Scandura, T. A. 1994. Gender Differences in Expected Outcomes of Mentoring Relationships. *Academy of Management Journal* 37 (4), 957-971.
- Ragins, B. R. & Sundstrom, E. 1989. Gender and Power in Organizations: A Longitudinal Perspective. *Psychological Bulletin* 105, 51-88.
- Rauhala, L. 1989. *Ihmisen ykseys ja moninaisuus*. Hämeenlinna: Karisto.
- Roberts, A. 1999. Androgyny and the Mentoring Role: An Empirical Study to Examine for Prominent Mentor Expectations. *Mentoring & Tutoring* 7 (2).
- Robitschek, C. & Cook, S. W. 1999. The Influence of Personal Growth Initiative and Coping Styles on Career Exploration and Vocational Identity. *Journal of Vocational Behavior* 54, 127-141.
- Rogers, C. R. 1969. *Freedom to learn*. Charles E. Merrill Publishing Company.
- Rubenson, G. C. & Gupta, A. K. 1996. The Initial Succession: A Contingency Model of Founder Tenure. *Entrepreneurship Theory and Practice*, (Winter), 21-35.
- Russell, J. E. A. & Adams, D. M. 1997. The Changing Nature of Mentoring in Organizations: An Introduction to the Special Issue on Mentoring in Organizations. *Journal of Vocational Behavior* 51, 1-14.

- Rymer, J. 2002. Only Connect: Transforming Ourselves and Our Discipline through Co-Mentoring. *The Journal of Business Communication* 39 (3), 342-363.
- Salner, M. 1989. Validity in Human Science Research. In (ed.) Kvale, Steinar: *Issues of Validity in Qualitative Research*. Lund: Studentlitteratur. 73-92.
- Scandura, T. A. 1992. Mentorship and Career Mobility: An Empirical Investigation. *Journal of Management* 24, 449-467.
- Scandura, T. A. 1998. Dysfunctional Mentoring Relationships and Outcomes. *Journal of Management* 24 (3), 449-467.
- Scandura, T. A., Tejada, M. J., Werther, W. B. & Lankau, M. J. 1996. Perspectives on Mentoring. *Leadership & Organization Development Journal* 17 (3), 50-56.
- Scandura, T. A. & Williams, E. A. 2001. An Investigation of the Moderating Effects of Gender on the Relationships between Mentorship Initiation and Protégé Perceptions of Mentoring Functions. *Journal of Vocational Behavior* 59, 342-363.
- Seidman, I. 1998. *Interviewing as Qualitative Research. A Guide for Researchers in Education and the Social Sciences* (2nd edition). New York: Teachers College Columbia University.
- Senge, P. M. 1990. *The Fifth Discipline. The Art & Practice of The Learning Organization*. London: Random House.
- Sharma, P. 2004. An Overview of the Field of Family Business Studies: Current Status and Directions for the Future. *Family Business Review* 17 (1), 1-36.
- Sharma, P., Chrisman, J.J. & Jess, H. Chua 2003. Succession Planning as Planned Behavior: Some Empirical Results. *Family Business Review* 16 (1), 1-14.
- Sharma, P., Chrisman, J. J., Pablo, A. L. & Chua, J. H. 2001. Determinants of Initial Satisfaction with the Succession Process in Family Firms: A Conceptual Model. *Entrepreneurship Theory and Practice* 25 (3), 17-36.
- Sharma, P. & Irwing, P. G. 2005. Four Bases of Family Business Successor Commitment. Antecedents and Consequences. *Entrepreneurship Theory & Practice* 29 (1), 13-33.
- Sharma, P. & Manikutty, S. 2005. Strategic Divestments in Family Firms: Role of Family Structure and Community Culture. *Entrepreneurship Theory & Practice* 18 (2), 293-311.
- Shepherd, D. A. & Zacharakis, A. 2000. Structuring Family Business Succession: An Analysis of the Future Leader's Decision Making. *Entrepreneurship Theory and Practice* 24 (4), 25-39.
- Siitonen, J. 1999. *Voimaantumisteorian perusteiden hahmottelua* (in Finnish). Doctoral Dissertation. *Acta Universitatis Ouluensis E* 37.
- Snow, R. E., Corno, L. & Jackson, D. 1996. Individual Differences in Affective and Conative Functions, in D. C. Berliner & R. C. Calfee, (eds.), *Handbook of Educational Psychology*. New York: MacMillan, 243-310.
- Sonnenfeld, J. 1986. *Hero's Farewell*. New York: Oxford University Press.
- Sorenson, R. L. 2000. The Contribution of Leadership Style and Practices to Family and Business Success, *Family Business Review* 13 (3), 183-200.

- Stavrou, E. T. 1999. Succession in Family Businesses: Exploring the Effects of Demographic Factors on Offspring Intentions to Join and Take Over the Business, *Journal of Small Business Management* 37 (3), 43-61.
- Stavrou, E. T. & Swiercz, Paul M. 1999. Securing the Future of the Family Enterprise: A Model of Offspring Intentions to Join the Business. *Entrepreneurship Theory & Practice* 23 (2), 19-39.
- Steier, L. 2001. Next-Generation Entrepreneurs and Succession: An Exploratory Study of Modes and Means of Managing Social Capital. *Family Business Review* 14 (3), 259-276.
- Strauss, A. L. 1987. *Qualitative Analysis for Social Scientists*. New York: Cambridge University Press.
- Strauss, A. & Corbin, J. 1991. *Basics of Qualitative Research; Grounded Theory Procedures and Techniques* (3rd edition). London: Sage Publications.
- Sullivan, R. 2000. Entrepreneurial Learning and Mentoring. *International Journal of Entrepreneurial Behaviour & Research* 6 (3), 160-172.
- Syme, J. S. 1999. *Mentoring in Family Firms*. Doctoral Dissertation. Los Angeles: California School of Professional Psychology.
- Tagiuri, R. & Davis, J. A. 1982. Bivalent Attributes of the Family Firm. Working Paper, Harvard Business School, Cambridge.
- Tunkkari, M. 2004. Mentoring and Autonomy. Report from Finland, in Spector, B. (ed.) *The Family Business Mentoring Handbook*, Family Business Publishing.
- Turban, D. B. & Dougherty, T. W. 1994. Role of Protégé Personality in Receipt of Mentoring and Career Success. *Academy of Management Journal* 37 (3), 688-702.
- Turner, M. 1993. The Complementary Roles of the Headteacher, the Mentor and the Advisory Teacher in Induction and School-Based Teacher Training. *Mentoring* 1 (2), 30-36.
- Turner, B. A. 1981. Some Practical Aspects of Qualitative Data Analysis: One Way of Organising the Cognitive Processes Associated With the Generation of Grounded Theory. *Quality and Quantity* 15, 225-247.
- Vago, M. 2004. Integrated Change Management: Challenges for Family Business Clients and Consultants. *Family Business Review* 17 (1), 71-80.
- van Manen, M. 1990. *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. New York: State University of New York Press.
- Vetere, A. & Gale, A. 1987. *Ecological Studies of Family Life*. UK: John Wiley and Sons.
- Wahlgren, A. 2000. *Mastery and Slavery. Triangulatory Views on Owner-Managers' Managerial Work*. Doctoral Dissertation. Jyväskylä Studies in Business and Economics 2.
- Ward, J. L. 1987. *Keeping the Family Business Healthy: How to Plan for Continuing Growth, Profitability and Family Leadership*, San Francisco: Jossey-Bass.

- Ward, J. L. 2004. *Perpetuating the Family Business*. New York: Palgrave MacMillan.
- Ward, J. L & Aronoff, Craig E. 1994. How Family Affects Strategy. *Small Business Forum*, Fall, 85-90.
- Watt, D. 1995. The Roles of the Mentor and Link Tutor in Primary School Mentor Training. *Mentoring and Tutoring* 3 (2), 13-18.
- Weaver, A. & Atkinson, P. 1994. *Microcomputing and Qualitative Data Analysis*. Avebury.
- Whitely, W., Dougherty, T. W. & Dreher, G. F. 1991. Relationship of Career Mentoring and Socioeconomics Origin to Managers' and Professionals' Early Career Progress. *Academy of Management Journal* 34 (2), 331-351.
- Williams, E. A. 1994. Roles and Responsibilities in Initial Teacher Training Student Views. *Educational Studies* 20 (2), 167-180.
- Wilson, J. A. & Elman, N. S. 1990. Organizational Benefits of Mentoring. *Academy of Management Executive* 4, 88-93.
- Yamamoto, K. 1988. To See Life Grow: The Meaning of Mentorship. *Theory into Practice* 27 (3), 184-189.
- Yau, C. K. 1995. From a Student Standpoint: 'My Views on Mentoring'. *Mentoring and Tutoring* 3 (2), 45-49.

The demographics of the interviewees

Interviewee (a mentee)	Gender F=female M=male	Position in the FB	Generation 2=2nd 3=3rd or more	Size M=under 300 L1=301-500 employees L2=over 500 employees	Company operations
* Case information is mostly from 2002, when the interviewees had their mentoring experience and/or were interviewed					
David	M	Marketing manager	2	L1	B: manufacturing and sales of the products, materials and supplies
Joe	M	No position yet	3	L2	X: diversified company involved in industrial business activities
Michael	M	Business controller	2	M	A: manufacturer and supplier of goods
Vicky	F	Product manager	3	L1	Y: designer, manufacturer of different equipments and machines
Sarah	F	Chair of the Family Council	3	L2	D: technology company focusing on the manufacturing processes and services
Tanya	F	CEO	2	M	O: manufacturing of home-design products
Tracy	F	Unit manager	3	L2	S: every-day services

