# Life in the 'Kelley Bubble': Examining Help-Seeking Behaviors Among Kelley Men

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*This qualitative study explored help-seeking behaviors among undergraduate men in the Kelley School of Business at Indiana University. Data were collected through semi-structured individual interviews with nine participants. Through a narrative inquiry and intersectional feminist framework, results were categorized into three overarching themes: dominant narratives of Kelley, engagement in help-seeking behaviors, and perceptions of help seeking. Key findings reveal that while men in Kelley recognize the resources available to them, they prefer to be independent and engage in informal help-seeking behaviors. Recommendations for de-stigmatizing help seeking among men in Kelley are provided.*

At Indiana University Bloomington (IUB), it would be challenging to find a student, professor, or community member who is unfamiliar with the Kelley School of Business (Kelley) and its prestige not only on campus, but nationwide. Ranked fourth in the nation by Bloomberg Businessweek with more than 6,000 undergraduate students enrolled, Kelley strives to "transform the lives of students, organizations, and society through management education and research" (Indiana University, 2017; Indiana University, 2016a). Given that this mission statement explicitly centers students and implicitly alludes to offering students a holistic education, it is interesting to note that the "About Us" webpage does not provide information about the resources or services available to support students throughout their time in Kelley, with the exception of Kelley's career services (Indiana University, 2016a). Little mention of such support services on the website is notable because it may reflect an environment in which students in Kelley are not encouraged to seek help.

Indeed, as students matriculate into college, the onus is largely on them to ask for help. Help-seeking behaviors, defined as going out of one's way to request assistance from others (Rickwood, Deane, Wilson, & Ciarrochi, 2005), can have a significant influence on a student's experience during their undergraduate career. In higher education settings, help seeking manifests itself in a myriad of ways, ranging from asking for further clarification on a difficult concept in class to pursuing counseling services on campus (Blanco, Okuda, Wright, Hasin, Grant, Liu, & Olfson, 2008; Winograd & Rust, 2014). Despite research on the benefits of help-seeking behaviors, college students may not engage in such behaviors due to the misconception that asking for assistance is a sign of weakness. In particular, studies have shown that male students are especially unlikely to engage in help-seeking behaviors in fear of being emasculated or perceived as incompetent (Boldero & Fallon, 1995; Jennings, Cheung, Britt, Goguen, Jeffirs, Peasley, & Lee, 2015; Rickwood et al., 2005).

Given the high population of men in Kelley (Indiana University, 2016b) and

Kelley's overall reputation, whether and to what extent self-identifying men in Kelley engage in help-seeking behaviors was of interest to the research team. As such, this study explored the engagement and perceptions of help-seeking behaviors among self-identifying men in Kelley as well as the constructed environment that influences such behaviors. Specifically, the researchers aimed to examine the influence of masculinity in promoting or discouraging help-seeking behaviors in Kelley. The following questions guided this study:

1. In what ways do men in Kelley engage in help-seeking behaviors?
2. What are the dominant perceptions of help seeking among men in Kelley?
    a. How do these perceptions reflect the constructed environment of Kelley?

By developing a greater understanding of help-seeking behaviors among self-identifying men in Kelley and the impact of the Kelley's environment on their behaviors, the researchers hope that reformed support strategies can be established for students, ultimately dismantling barriers to and assumptions about utilizing help seeking resources.

## Literature Review

### Help-Seeking Behaviors

Rickwood et al. (2005) defined help seeking as "the behaviour of actively seeking help from other people" (p. 4), noting further that help seeking varies in formality since informal help seeking involves guidance from friends or family, while formal help seeking involves assistance from a trained professional. The extant literature has identified factors that influence help-seeking behaviors, although scholars often disagree about which factors most influence help seeking. While some studies have established that help seeking is a reasoned and intentional decision-making process (Ajzen, 1991; Hess & Tracey, 2013), others have suggested that help-seeking behaviors are more heavily influenced by environmental factors, such as peer stigma (Jennings et al., 2015), cultural variety in perceptions of help seeking (Barletta & Kobayashi, 2007; Muna Abdullah, 2014), and prior experiences with help seeking, particularly counseling (Kahn & Williams, 2003). Despite the limited agreement on the factors that influence help seeking overall, research specific to the higher education environment has demonstrated that help seeking influences the student experience.

### Help Seeking in Higher Education

Much of the literature regarding help-seeking behaviors in higher education has examined psychological or mental health related help seeking among college students. This topic is significant as nearly half of college-aged students meet the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (*DSM-IV*) criteria for a psychiatric disorder, according to the 2001-2002 National Epidemiologic Survey on Alcohol and Related Conditions (NESARC) (Blanco et al., 2008). However, college students were found to be significantly less likely than their non-college attending peers to have sought treatment for any disorder in the preceding year (Blanco et al., 2008). Resistance to mental health help-seeking behaviors among college students has been attributed to factors such as mental health stigma (Li, Dorstyn, & Denson, 2014; Mendoza, Masuda, & Swartout, 2015), anticipated risk (Li et al., 2014), and low self-efficacy (Mesidor & Sly, 2014).

Academic help seeking is another focus area within the help seeking in higher education literature. One study found that male students who felt a low sense of

belonging in the university environment were more likely to perceive academic help seeking as representative of personal inferiority or inadequacy, creating a self-stigma around help seeking (Winograd & Rust, 2014). Additionally, Viandan (2009) found that men tended to avoid seeking academic assistance from faculty as a result of social pressure to succeed independently, as they did not perceive that their peers needed academic assistance. Aversion to academic help seeking is detrimental to retention and engagement and is also compounded by the fact that academically struggling students are the least likely to seek help (Karabenick & Knapp, 1988).

Gender is also an important consideration in relation to help seeking in higher education. Existing research has indicated that, among young people, men are less likely than women to engage in help-seeking behaviors (Boldero & Fallon, 1995; Rickwood et al., 2005). One study concluded that male students "associate academic help seeking with personal feelings of inadequacy and inferiority to a greater extent than female students" (Winograd & Rust, 2014, p. 32). Similarly, in their study about the impact of masculinity on academic help seeking tendencies amongst college men, Wimer & Levant (2011) suggested that "conformity to masculine norms predicted avoidance of academic help seeking" (p. 266), indicating that men who are socialized in traditional masculine norms are less likely to seek help in the college setting. Addressing the differences in approach and likelihood of college men to seek help may assist them in coping with academic challenges (Wimer & Levant, 2011).

**Masculinity and Help Seeking Behaviors**

For the purpose of this study, the term masculinity was operationalized as a socially constructed and "constantly changing collection of meanings that we construct through our relationships with ourselves, with each other, and with our world" (Kimmel, 2004, p. 82). Scholars have asserted that the conceptualization of maleness and masculinity in the U.S. implies toughness, independence, dismissal of any need of help, displays of aggressive behavior and physical dominance, denial of weakness or vulnerability, and a ceaseless interest in sex (Courtenay, 2000; Garfield, Isacco, & Rogers, 2008).

According to Addis and Mahalik (2003), conforming to these traditional masculine norms prevents men from engaging in help-seeking behaviors. Stanton and Courtenay (2003) have identified that men respond to stress in unhealthy ways, such as avoidant coping strategies. It has also been suggested that men are less likely to find informal support from friends, family members, and community resources (Courtenay, 2000). Scholars have speculated further that the stigmas surrounding help seeking and help referring serve as a deterrent for men seeking support (Vogel, Wester, Hammer, & Downing-Matibag, 2014). Though health concerns, both physical and mental, are a growing concern for men in the U.S., it has been found that the likelihood of men engaging in help seeking still remains slim (Addis & Mahalik, 2003). These attitudes towards help seeking influenced the chosen framework of this study.

## Conceptual Framework

This study utilized an intersectional feminist framework. The researchers recognized that men inherently hold privilege through their maleness, and this understanding influenced the decision to approach the study with a feminist framework. At its core, the feminist lens employed in this study acknowledges that men inherently have more privilege than

women (hooks, 2000). For the purpose of this study, the research team defined feminism through the work of author bell hooks (2000):

> Simply put, feminism is a movement to end sexism, sexist exploitation, and oppression. [...]. Practically, it is a definition which implies that all sexist thinking and action is the problem, whether those who perpetuate it are female or male, child or adult. It is also broad enough to include an understanding of systemic institutionalized sexism. As a definition it is open-ended. To understand feminism it implies one has to necessarily understand sexism. (p. 13)

The experiences of the undergraduate men highlighted in the study may not be comparable to those of students with other identities. For this reason, the researchers layered intersectionality into their feminist framework. Through intersectionality, it is acknowledged that "oppressions, and movements to combat them, are not apportioned singularly; of necessity, organizations as well as individuals are multiply positioned in regard to social relations of power and injustice" (Deely, 2010, p. 578). It is important to note that this is based on the socially constructed understanding of what it means to be a man, which may look different for other identities such as queer or transgender men.

In addition to framing the ways that the data was perceived, interpreted, and reported, the conceptual framework allowed the researchers to anticipate emergent themes in the data. Based on personal experiences, anecdotal evidence, and the foundational principles of an intersectional feminist perspective, the researchers anticipated the following: First, that self-identifying men in Kelley will feel a need to protect or defend their gender performance, given that Kelley is a space dominated by men; and second, that themes of hypermasculinity within participants' narratives would be discovered.

## Narrative Inquiry: A Methodological Approach

As a methodological approach, narrative inquiry positions narratives—defined loosely as constructions or articulations of knowledge—as its primary research tool for gathering and analyzing qualitative data (Leggo, 2008). Connelly and Clandinin (1990) have cautioned that researchers conducting narrative inquiries must first consider their "negotiation of entry" (p. 3), the figurative space in which the researchers acknowledge their relationship to the narratives shared by participants in a particular environment. The researchers acknowledged that a common thread among their narratives is the perception that Kelley is a highly-competitive and hypermasculine environment that is not necessarily conducive to promoting help-seeking behaviors. This commonality served as the researchers' "negotiation of entry" into this study (Connelly & Clandinin, 1990, p. 3). Through its layering of narrative inquiry and an intersectional feminist lens, this study sought to uncover themes that reflected participants' engagement in and perceptions of help-seeking behaviors.

## Methods

### Sampling

For this approved study, participants were recruited using a purposeful sampling technique. Each researcher contacted one to three undergraduate students that they knew through personal or professional arenas to gauge initial interest. To be eligible for participation in the study, students had to

meet the following requirements: (1) identify as a man, (2) be enrolled as a student in the Kelley School of Business, (3) have completed at least one year of college-level academic coursework, and (4) be at least 18 years of age. All potential participants received a recruitment email explaining the study and requesting their participation. As seen in Table 1, a total of nine participants agreed to participant in the study.

Table 1

*Participant Information*

| Pseudonym | Class Standing | Major | Race or Ethnicity* |
|---|---|---|---|
| Jack | Junior | Finance/Technology Management | White, Caucasian |
| Daniel | Senior | Management/Sustainable Business | Taiwanese, Chinese, and Japanese |
| Gabriel | Sophomore | Finance/Real Estate | Black, American |
| Colin | Sophomore | Undecided [Within Kelley] | White |
| Derek | Senior | Professional Sales | Black, African American |
| John | Sophomore | Finance/Accounting | White, Caucasian |
| T | Junior | Finance/Economic Consulting/Business Analytics | White |
| Jason | Junior | Entrepreneurship/Marketing/Sales | Caucasian, Armenian |
| Tim | Sophomore | Business Economics/Public Policy Analysis | White |

*Terms in table are terms students used to self-identify

**Data Collection**

Data for this study were collected through semi-structured interviews (for questions, see Appendix). This method was chosen to receive insight into the experiences of participants, as well as how they made and continue to make meaning out of those experiences. The interviews were powerful because they allowed participants to use their own language to describe and contextualize their experiences (Seidman, 2006). To keep the interviews personal, only two researchers were present per interview, with one acting as the primary interviewer and the other as a note-taker. When scheduling interviews, the team ensured that the interviewers that would be present had not previously met the student. The interviews were audio recorded and then manually transcribed prior to the coding process.

**Data Analysis**

Raw data from the interview transcripts were read and coded by two separate research team members. The first coder identified emergent themes based on phrases they found to be salient. The second coder reviewed the transcript, confirmed these themes, and added additional themes that emerged in their reading of the transcript. Neither coder had been present for the interview and, therefore, had no preconceived notions about the transcripts or participants when coding. Once all of the interviews had been coded, the research team came together, discussed the themes, and decided how to interpret the data.

Throughout the data analysis process, efforts were made to ensure trustworthiness. For instance, discrepancies between the first and second round coders were addressed among the researchers. When differing interpretations of the data arose, the team

turned to relevant literature and grounded their analyses in the research. In addition, member checks were conducted by providing participants with a list of emergent themes following data analysis. Allowing participants to analyze and provide feedback on the findings was a conscious effort made to enhance trustworthiness.

**Researcher positionalities.** The researchers recognized that their individual narratives, formed through experiences and identities, shaped their interpretation of the data. Of the six researchers, one identifies as an African American woman, three as White women, and two as White men. These identities were taken into consideration given the researchers' selected intersectional feminist lens and interest in understanding how masculinity influences help-seeking behaviors. By naming positionalities and preexisting narratives explicitly, the researchers were able to better understand and make meaning of the data.

## Results

### Dominant Narratives of Kelley

**The Kelley bubble.** Each of the participants alluded to feeling that Kelley is distinct from other schools at IUB. When asked to reflect on their experiences in Kelley and utilization of help seeking resources on campus, four of the nine participants referenced the "Kelley Bubble." This term, which participants explained is commonly used among students at IUB, refers to the notion that Kelley is a self-contained environment marked by its emphasis on professionalism, its competitive environment, and its academic rigor. Some participants spoke positively of Kelley's apparent separation from IUB, characterizing it as a "microcosm of the real world" (Colin), a professional environment with an enormous amount of resources (Derek), and a space of collaboration (T). As evidenced by their repeated use of phrases such as "other schools," "outside Kelley," and "non-Kelley"—and also by their difficulty in recalling campus resources outside of Kelley—it was clear that participants experience Kelley as an insulated environment. Jason admitted that he feels very disconnected from campus as a Kelley student, adding that "people are very proud to be in Kelley and it's like it's almost as if that's your school." Likewise, Gabriel expressed concern that, unless they actively seek out additional opportunities, Kelley students often get "engulfed in the Kelley Bubble" since professors and staff in Kelley tend to only promote organizations and events that are Kelley specific.

**Kelley bots.** In reference to the Kelley Bubble, participants described a model of success within Kelley defined by a specific appearance and set of behaviors that follow a prescribed formula. Some participants described individuals who embody this formula as a "Kelley Bot." This term suggests that there is a robotic sense to being successful as a Kelley student, which is marked by conformity. Derek relayed the commonly held perception that Kelley men "have everything figured out," while Jason explained that "the goal is just to get a job," particularly with one of the "Big Four" accounting firms. Daniel also described the expectations of a successful Kelley student as being able to portray that they "have their lives together" and explained that there is an unspoken expectation that Kelley students can push through challenges on their own to maintain this image. Tim elaborated on this image, describing the Kelley Bot as "unnecessarily polished" and "always in presentation mode." While only three participants (Gabriel, Tim, and Jack) directly used the term "Kelley Bot" or "Kelley Robot," this theme emerged in

many descriptions of successful Kelley students.

The narratives shared regarding the Kelley Bot related to not only behavior, but also physical appearance. Colin shared that, within his Kelley classes, "everyone is relatively clean cut… everyone's hair is pretty much in line in a basic, generic style." Colin elaborated that an appearance inconsistent with the Kelley Bot image would draw unwanted, negative attention from professors in Kelley. Daniel also reflected on his own, more casual, appearance as breaking the mold of expectations within Kelley, as he perceived himself as being more approachable when compared to his peers who are "all dressed up in suits." The physical descriptions of Kelley Bots revealed that the expectations for conformity are perceived not only by students, but also by others in the Kelley community. Within the Kelley Bubble, the expectation that men in Kelley become Kelley Bots was a defining feature of the ways that participants described their peers.

**Masculinity in Kelley**. An overarching pattern in participant interviews was how masculinity and hypermasculine tendencies show up within Kelley. While participants had no trouble explaining the "Kelley Bot" in reference to other students, they had a difficult time parsing out gendered experiences on a personal level. Many participants had trouble relaying their thoughts about what it meant to be a man in Kelley, implying that they had not engaged in much self-reflection about the ways in which gender influences their experiences within the business school. However, participants revealed that they often interpreted their leadership roles as examples of stereotypically masculine behaviors. Specifically, John presented an example of his own masculinity when working with other leaders in the Investment Banking Club: "it's me and two other guys and there have been sometimes that I've had to push for my idea because I thought it was the best one, but I kinda had to do that. Cause I thought it would be best for the whole club." Another example of leadership and masculinity being intertwined came from Daniel, who points to a leadership requirement to fulfill what it means to be a man in Kelley.

These masculine norms and ways of being may prevent men within Kelley from engaging in help-seeking behaviors when they find something to be challenging. Many men who were interviewed stated that they did not seek out help or campus resources when they were struggling with a class or their own mental health. Certain norms, such as that men should be able to handle difficult situations on their own and should be able to reach a resolution independently, are at play within Kelley.

**Engagement in Help-Seeking Behaviors**

**Career advising.** When asked about resources that are popular for Kelley students, every participant referenced the Undergraduate Career Services Office (UCSO), a career advising center in the Kelley School of Business, and some participants even mentioned this as the first resource that resonated with them. Derek described the popularity of the UCSO, explaining, "many people will turn to that office for on-campus interviews, job seeking advice, internship seeking advice, whatever career aspect they're looking at." Several students mentioned that internships and job placement following graduation are important to success as a Kelley student and in the construction of the "Kelley Bot"; their heavy use of the UCSO supports and reinforces the importance of these aspects of the Kelley experience.

**Academic advising.** In addition to career advising, seven out of nine participants referred to academic advising

services as a significant resource for Kelley students. Participants reflected academic excellence as being critical to success in Kelley, supporting the notion that academic advising is a popular resource. As a well-known and established resource, academic advising seems to be a resource that participants were comfortable using regularly. Yet, as Gabriel put it, "I really enjoy my academic advisor so I can go in there once a month maybe, just to talk to them. But I never really use him for academics." Gabriel's experience with academic advising highlights an important pattern of students using resources in Kelley for reasons other than their intended purpose.

**Familial support.** Participants also expressed that they leaned toward familial support during times of difficulty. Of the nine participants, seven expressed that they reached out to family members, specifically their parents, when having a difficult experience. Participants had two main reasons for why they chose to use family members as a resource. First, participants expressed admiration for their parents who had been successful in business, with six being business professionals, two of whom are Kelley graduates. Second, participants admired their parents' ability to remain in business while retaining their morals. This theme was especially salient when participants talked about their mothers. Daniel named his mother as a role model for her success as an entrepreneur who donates most of her earnings to local non-profits. While Tim mentioned both of his parents as sources of support, he specifically mentioned the admirable qualities of his mother. Tim admired that while his mother was a successful professional, she was willing to place her career on hold to care for her family.

**Professor assistance.** All participants mentioned meeting with professors as a form of help seeking in Kelley. However, only three participants indicated that they have met with professors for help with academic concerns, such as not understanding course material or an assignment. Despite identifying Kelley professors as resources, most participants admitted that when they visited during office hours, it was with the intent of obtaining career advice and networking. For example, Colin expressed that Kelley professors are "the people you look like and they're so impressive and I want them to like me." In contrast, two participants shared that meeting with professors can be intimidating. This intimidation, in Jack's words, is because "they're a university professor and you're a student [and] maybe they're more intelligent than you." While participants spoke highly of their professors, Derek shared that he wishes professors would be more involved with "how students are doing on their mental well-being," suggesting that faculty support is an area needing improvement.

**Peer support.** Peers proved to be a strong source of support. Nearly all participants indicated that they were more comfortable seeking help or support from their peers than from professors or other formal resources within Kelley or the larger IUB campus. Two participants spoke of being tutored by their friends rather than by formal campus resources; one student even stated that he had cancelled his scheduled tutoring appointment to be tutored by a peer instead. Additionally, upperclassmen advised participants on what classes to take, how to maximize their success, and how to connect with professionals and alumni. Not all peer resources were informal, however, as multiple participants mentioned using the peer tutoring service offered by Kelley. Although this resource provided by IUB, it is perceived as more accessible because it is between peers.

### Perceptions of Help Seeking

**Independence is key.** It was clear that the participants valued having a strong sense of independence. When asked who they rely on in difficult times, Colin responded, "No one. I don't know, if it's my problem, it's my problem. I don't need anyone else." Seeking help was perceived as undermining the students' sense of independence. By admitting that they cannot persist on their own—that they must lean on others to succeed—the Kelley man perceives that he risks compromising his identity as a man and as a professional. Gabriel discussed this behavior as a façade, advocating for a mental health resource within Kelley:

> [The Kelley image] is that business students are committed and that they don't need help. They can do things on their own…They are very hard and can do [everything] by themselves, which is not true, because at the end of the day we are people who have emotions.

This mentality that students should manage their own mental health concerns reflected the overarching theme that independence is highly valued, and seeking help compromises one's ability to maintain the Kelley image.

**Networking as help seeking.** Although help seeking may be stigmatized among Kelley men, seeking support under the guise of networking was less taboo among the participants. Most of the participants discussed reaching out to peers, teaching assistants, and professors on a regular basis. Several students discussed reaching out to their alumni network as well. Although the researchers identify these behaviors as help seeking, Kelley men do not necessarily see it that way. Instead, they see themselves as leveraging their network. This behavior is not only encouraged in Kelley, but carefully crafted and polished throughout a student's academic career. In these instances, Kelley men do not have to sacrifice their sense of professionalism and masculinity, as networking aligns with both.

## Discussion

Throughout the nine interviews, it became clear that there was incongruence between the behaviors men in Kelley were exhibiting and perceptions of their experiences. With the concept of the "Kelley Bot," and the masculine norms that came with this concept, participants were easily able to explain how gender influenced the behavior of their peers. However, they had a harder time when they were asked to talk about how their gender influenced their personal experiences as a Kelley student. Participants often saw these two concepts as separate; they observed Kelley Bots in the Kelley atmosphere but did not see themselves reflected in these behaviors, even when they did exhibit these behaviors.

Another point of incongruence was how men perceived help seeking versus how they engaged in help seeking. The perception was that independence was pivotal to success within Kelley and that men should be able to face challenges independently. However, all participants reported engaging in multiple forms of help seeking. It became clear that while participants were seeking assistance, doing so was stigmatized. This theme is consistent with Vianden's (2009) finding that "[a] stigma seemed to be associated with interacting with faculty outside of class and participants did not want to engage in behaviors perceived by their peers as socially unacceptable" (p. 236). Boldero & Fallon (1995) and Rickwood et al. (2005) also corroborate these findings in their assertions that men are less likely than women to seek assistance.

Students are being provided with Kelley resources but are not taking advantage of them. Several participants expressed that they had failed courses because they had not reached out for help, which is consistent with literature that suggests that academic help seeking can be perceived as representing inferiority or inadequacy (Winograd & Rust, 2014). The researchers would assert that this pattern is a component of the overall environment of Kelley. The research team suspects that in this constructed environment, where students are preparing to enter a masculine field, students feel influenced to present themselves as hypermasculine to appear as a stronger leader or more competitive.

## Limitations

The study was not without limitations. The accelerated timeline and circumstances limited the research team's ability to interview a larger group of students. This small sample size prevented the researchers from gaining insight into the full breadth of experiences among men in Kelly. Data collection occurred during I-CORE, a rigorous academic experience for Kelley students; because many potential participants indicated that they did not have time to participate in an interview due to I-CORE, the sample size was limited and potentially skewed. Due to these factors, the group of participants could have been a more accurate reflection and microcosm of the demographics of Kelley.

As graduate students, the research team only had access to certain populations of students. The recruiting was centered in groups that research team members advised or the departments that they worked within. Any students that were asked to participate, then, were involved in groups or positions outside of Kelley. As shown through the interviews, students that are engaged outside of the "Kelley Bubble" are relatively rare; the experiences that were examined may have been skewed based on the experiences of the participants.

The nine students who were interviewed were high-achieving. Most participants were chosen for merit scholarships, honors programs, or to participate in the Kelley Living-Learning Center, to name a few examples. These opportunities allowed them access to a variety of resources and networks that increased their likelihood of success. Thus, the participants in this study might have been more aware of the resources available relative to their peers.

The method of data collection was another potential limitation. Semi-structured interviews allowed participants to describe their experiences in their own words and allowed the interviewers to ask follow-up questions for clarification or elaboration purposes. Despite this strength, Kelley students are trained to excel in interview settings, as reflected in their heavy use of the UCSO. It was evident that some students went into 'interview mode' during the interviews; this pressure to always be 'on' may have prevented some from being completely honest throughout the interview. The interviewers had to remind multiple participants that none of the researchers were associated with Kelley, and that their responses would remain anonymous.

It should also be noted that the Kelley culture is obvious to those within Kelley, but not to those outside of it. The researchers' lack of insider knowledge of Kelley may have influenced what they selected as salient or not throughout the data coding and analysis processes. It is possible that the team may have overlooked critical information without recognizing it as such. However, as outsiders of Kelley, the researchers were able to be more objective when interpreting participant narratives.

## Implications

As a result of this study, the research team identified multiple implications for student affairs professionals and faculty within Kelley. Several participants mentioned using resources such as the UCSO in Kelley as a part of their curriculum. Professors who require their students to visit these offices for exercises such as resume critiques and mock interviews are doing so to make sure that their students are ready to be competitive in the workforce. The researchers hypothesized that due to the stigma surrounding help seeking, particularly for men (Vianden, 2009), as well as the gender dynamic of being a man in Kelley, many students would not have sought out these resources independent of an academic requirement. More professors should incorporate these types of interactive requirements in their classes to familiarize students with resources and normalize help seeking.

Although not directly addressed by the research questions, overall well-being was a theme that emerged as well. Both Tim and Gabriel stated in their interviews that there were times in which they should have sought help from Counseling and Psychological Services (CAPS) on campus when they felt stressed, overwhelmed, or otherwise in need of assistance. Unfortunately, both students told interviewers that they had not pursued this assistance. None of the seven other participants disclosed using CAPS either, despite some naming it as a campus resource. Multiple participants shared with interviewers that Kelley had recently declined a proposal from CAPS to have an on-site location within Kelley. The research team strongly urges reconsideration of this proposal, as both Tim and Gabriel explicitly said that they likely would have gone to CAPS had it been in Kelley. Other participants, including Daniel and Derek, shared their desire for Kelley to be more focused on the holistic development of their students.

The third implication for this study is the need for a stronger cultural competence focus within Kelley. Half of the participants relayed the stereotype that Kelley students are largely unaware of those unlike them. Additionally, participants who hold marginalized identities, such as Gabriel and T, indicated that the Kelley environment is not always welcoming. The team recommends that Kelley, particularly members of the faculty, incorporate more cross-cultural and identity awareness topics and inclusion within their courses. This will undoubtedly serve Kelley students well following graduation and should therefore be a focus within the curriculum. It is also notable that many students admit to strongly admiring their professors. If students see the faculty members making a commitment to inclusion, the research team predicts they will be more likely to adopt inclusive attitudes themselves.

A final implication for these findings is educating campus stakeholders about the constructed environment within Kelley and how this could inform working with men in Kelley in arenas outside of the School. If faculty members, instructors, and student affairs professionals across campus are aware of the perceived need for independence and the ways masculinity influences how men interact with their peers, it will allow these individuals to better serve the students. Additionally, understanding the process of socialization that occurs within Kelley will inform higher education practitioners' approach in working with this population.

### Areas for Further Research

As a result of this study, the research team recognizes several areas where further

work can be done to better understand the experiences of undergraduate men in the Kelley School of Business and in business programs generally. Because overall student well-being emerged as a salient topic for the participants that was not being addressed within their culture, the team encourages future work in this area, as mental health and well-being are critical to student success (Blanco et al., 2008). This research also revealed an important need to further study the ways in which Kelley School of Business students engage with resources at the university level, as most participants discussed using only resources available within Kelley. Lastly, the constructed stereotypes and concepts of what it means to be a successful business student emerged as a potential area for future research, as the scope of the study was unable to address which forces create and maintain these expectations within the environment.

## Conclusion

This study explored help-seeking behaviors among undergraduate men in the Kelley School of Business at Indiana University Bloomington. Based on the data collected from nine semi-structured individual interviews, participant responses were categorized in three core themes: dominant narratives of Kelley, engagement in help-seeking behaviors, and perceptions of help seeking. Key findings reveal that while men in Kelley recognize the resources available to them, they prefer to be independent and to engage in informal help-seeking behaviors. These findings are consistent with the literature on help seeking in college, especially among college men (Addis & Mahalik, 2003; Vogel et al., 2014). Further, by employing a narrative inquiry and intersectional feminist framework, participants' responses were treated as narratives that both shape and are shaped by the constructed environment of Kelley and, in doing so, greater insight into how masculinity and masculine norms show up in Kelley was gained. The research team hopes that this study will further the ability of the Kelley to serve students by de-stigmatizing help-seeking behaviors, especially among undergraduate men.

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## Appendix

Semi-Structured Interview Questions

- Topic 1: Demographic Questions
  - What is your current year in school?
  - What is your major?
  - Are you a Direct-Admit or a Standard-Admit Kelley student?
  - Where is your hometown?
  - Are you a first-generation student?
  - What is your racial and/or ethnic identity?
- Topic 2: Introductory Questions
  - Why did you choose to attend Kelley?
  - How did you make friends within Kelley? Outside of Kelley?
  - Describe a successful Kelley Student.
  - Describe an unsuccessful Kelley Student.
  - Do you have any role models for what it means to be a successful professional?
    - If yes, describe. What have they taught you?
    - If no, what attributes do you look for in a role model?
- Topic 3: Help-Seeking
  - How has your experience in Kelley been so far overall?
  - Describe a time in which you found class challenging.
  - What actions did you take?
  - Describe a time in which you sought help for something unrelated to academics.
  - Who do you reach out to when you are experiencing difficulty?
  - Which resources do you see being popular for Kelley students?
  - What are some of the resources on campus you've utilized? (if they need examples, offer academic advising, CAPS, career advising, faculty, culture centers, etc.)
  - How did you find out about these resources?
  - What was your experience with these resources?
  - How often do you use these resources?
  - Would you recommend them to a friend?
- Topic 4: Masculinity in Kelley
  - What does it mean to you to be a man in Kelley?
  - What assumptions do you think people have about men in Kelley?
    - What distinguishes men in Kelley from other men on campus?
  - Describe a time you did not behave stereotypically "like a man"? What about a time you acted "like a man"?
  - What makes you proud to be a Kelley student?
  - What about Kelley do you not like?
  - Have you learned anything about yourself as a result of this conversation?