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I am submitting herewith a dissertation written by Janetta Morphew Henderson entitled "Mentoring: Is It Really Necessary for Advancement in Business and Industry, Education, and Government?" I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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MENTORING: IS IT REALLY NECESSARY FOR ADVANCEMENT IN
BUSINESS AND INDUSTRY, EDUCATION, AND GOVERNMENT?

A Dissertation
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Degree
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Janetta Morpew Henderson

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DEDICATION

This dissertation is dedicated to the memory of John Henry Rowe, my maternal grandfather, because of his brief, but profound effect upon my life. Throughout my life he has represented the kind of person I wanted to be and exemplified the image of a life-long learner.

Someone described the successful person as one:

who has lived well,
laughed often and loved much,

who has gained the respect of intelligent men
and the love of children,

who has filled his niche
and accomplished his task,

who leaves the world better
than he found it,

whether by an improved poppy,
a perfect poem or a rescued soul,

who never lacked appreciation
of earth's beauty or failed to express it,

who looked for the best in others
and gave the best he had. (Anonymous)

In my eyes, John Henry Rowe was a success.

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ABSTRACT

There is a perception that "Everyone who makes it has a mentor," (Collins and Scott, 1978) namely a person who takes an intense interest in a subordinate's career, develops a close personal, almost paternal relationship, and then actively works to ensure the subordinate's career advancement. The purpose of the study was to examine this assumption and determine whether or not mentoring was critical for the advancement of individuals holding top-level positions in three different kinds of organizations.

The study examined mentoring from the perspectives of 15 primary subjects, persons holding top-level positions and 17 secondary subjects, persons named as mentors in three organizations (business and industry, education, and government). All subjects were given a definition of mentoring which limited the term to relationships that occurred as part of careers. In-depth interviews were conducted with all primary and secondary subjects. Data were analyzed inductively and deductively to identify and test patterns.

Among the conclusions were: (1) Individuals at the highest levels of organizations perceived they were mentored as they advanced in their careers, but none saw mentoring relationships as critical to their career

advancement; (2) Half of the individuals named as mentors agreed that the relationship could be characterized as mentoring. The remaining half saw the relationship as part of good supervision or friendship; and (3) Career assistance (whether or not it was characterized as mentoring) occurred across all three organizations; and the persons identified as mentors provided similar assistance.

A model, "The Developmental Model for Career Relationships," emerged from the data. This model characterizes career assistance into four levels, distinguishes mentoring from non-mentoring, and outlines activities which occur at each level.

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CHAPTER I

NATURE AND SCOPE OF THE STUDY

I. INTRODUCTION

Over the last decade, it has been argued that mentoring plays a critical role in determining which persons head organizations in business and industry, education, and government. It has been suggested that "everyone who makes it to the top has a mentor" (Collins and Scott, 1978); that nearly all routes to the executive suite require mentoring (Jennings, 1971); and that those who are mentored do better than those who are not (Queralt, 1981; Roche, 1979). Speizer (1981) also noted that the idea that a role model, mentor, or sponsor is a prerequisite for success has achieved the sudden recognition that makes it self-evident.

This assumption has led to an enormous interest in mentoring. This interest has been fueled, in part, by increasing numbers of individuals seeking positions of leadership in organizations. This number includes women and minorities previously excluded from such positions. As a result of the interest in mentoring, many articles have appeared in the popular and professional literature in business and industry, education, and psychology.

While mentoring is a relatively new phenomenon in the literature, over the centuries there has been continuous interest in leaders and how they attained their positions. Prior to the twentieth century, there was little formal study of organizations and leadership; therefore, it was easy to conclude that leaders were born with special characteristics that destined them for positions of influence (Daft and Steers, 1986). By the turn of the century, there had been an enormous growth in the number and complexity of organizations. Both of these factors resulted in more persons attaining positions of leadership. Given the large numbers of persons holding leadership positions, the idea of destiny was no longer a viable explanation of the leadership phenomenon. Further, it was easy to recognize that not all leaders were effective, raising more doubts about destiny as the determining factor in who did and did not become a leader.

As a result of this interest in leadership and the absence of a clear explanation of how persons became leaders, researchers sought to identify factors which would distinguish leaders from non-leaders (Daft and Steers, 1986). The search focused on identifying internal personality characteristics associated with leaders. Between 1904 and 1948, researchers examined personality traits of designated leaders. In reviewing these studies,

Stodgill (1948) concluded that while many traits could be associated with leadership, no common set of personality traits existed to distinguish the leader from the non-leader.

Thinking that more sophisticated research methods were needed to prove the leadership trait theory, researchers continued in this vein into the 1970s. In a follow-up study, Stodgill (1974) reviewed more than 160 additional studies of leadership traits. Again he concluded that no common set of personality traits distinguished the leader from the non-leader. The profile of leader traits varied from situation to situation.

Leader behavior became the next major focus of the research. While fewer studies focused on leader behaviors than on leader traits, the studies conducted were both more comprehensive and more influential. Between 1945 and 1965, major studies were conducted at the University of Michigan, at The Ohio State University and at the University of Texas. The results of these studies demonstrated that there were large numbers of behaviors exhibited by leaders. However, as with the leadership traits research, researchers found that no common set of behaviors distinguished leaders from non-leaders or effective from non-effective leaders (Bennis, 1984).

While the 70 years of research on traits and behaviors of leaders added to the body of knowledge on leadership, it did not contribute significantly to knowledge about factors which determine who does and does not become a leader. Without rejecting the notion that leader characteristics and behaviors may well play some part, interest turned to the examination of factors external to the individual for an explanation of how persons become leaders.

A wide range of external factors, e.g., luck, gender, education, and mentoring, has been considered as potential leader determinants. Of these factors, mentoring and the role it plays in determining who attains positions of leadership has been the most widely talked about of the external factors. Although mentoring has apparently existed for a long time, it has only been within the last 15 years that it has been adjudged an important factor in determining who does and does not achieve top positions of leadership.

Recent research findings on mentoring suggest that mentoring relationships exist, and that they exist in a variety of organizations, at a variety of levels. The studies which look at mentoring at different levels of organizations clearly document the existence of mentoring relationships in business (Dalton, 1977; Kanter, 1977; Kram, 1980; Lean, 1983; Levinson, Darrow, Klein, M.

Levinson, and McKee, 1978; Speizer, 1981; and Zey, 1983), in education (Adam 1986; Kouba, 1984; Levine, 1986; Marsiciano, 1981; Queralt, 1981; and Robinson, 1981), and in government (Ryan 1983). In addition to documenting its existence, researchers have also provided information about the nature of the mentoring relationship and the roles of mentors and proteges (Collins, 1983; Dalton, 1977; Kram, 1980; Marsiciano, 1981; Reich, 1985; Vaudrin, 1983; Fenske, 1986; Kouba, 1984; and Williams, 1986). The research suggests mentoring relationships positively affect personal development (Kram, 1980; and Levinson, 1978). The research further suggests that persons in a variety of organizational settings perceive that mentoring positively enhances career advancement (Collins 1983; Fenske 1986; Kouba 1984; Queralt 1981; and Villani 1986).

In spite of the existing research, there are some important, unanswered questions about mentoring. While it is clear that mentoring occurs in organizations and is perceived to be critical to advancement, it is not clear that everyone who makes it to the top of organizations has been mentored. Further, it has not been determined that persons at the highest levels of organizations perceived that any mentoring they received was a critical factor in their success.

There is little research which focuses on people at the highest levels of organizations to determine whether or not they were mentored and if the mentoring was critical to their advancement. In addition, there is no common conception of what a mentoring relationship is among researchers, between researchers and their subjects, or among subjects. Some researchers define mentoring for their subjects, but the responses they get indicate that they are not necessarily describing the same relationship. For example, Roche (1979) seemed to be studying mentoring that occurred during a person's career. Yet, subjects identified a wide variety of individuals as mentors, including teachers/professors, friends, relatives, supervisors, department/division heads, and presidents/chief executive officers with whom they had relationships prior to and during their careers. Other researchers did not define mentoring for their subjects, but imposed definitions on the many different relationships they found (Collins, 1983; Kram, 1980; Missirian, 1980). For example, Missirian (1980) studied the process of mentoring in the development of female managers. In her analysis of the data, she categorized the relationships as peer, coach, sponsor, and mentor according to her definitions. It is not clear that the subjects she studied would have categorized the relationships in the same way.

Are all of these mentoring? Given the lack of clarity among researchers and subjects, is it known that all of the identified relationships were mentoring, or that the subjects perceived them to be mentoring? Did these relationships have anything to do with subjects' career advancement, or were they more closely related to counseling, encouragement, or personal development? Finally, which of these relationships, if any, are factors in career advancement to the highest levels of organizations?

II. STATEMENT OF THE PROBLEM

In spite of extensive research, little is known about whether mentoring is critical to advancement to the highest levels of organizations; and if it is, what factors in the relationships are critical to that success. Today more than ever, individuals are interested in how to make it to the highest levels of the organization. This is particularly the case for women and minorities, who are seeking greater access to these levels. Organizations also are increasingly interested in the development of individuals for top management positions. Yet, despite this interest, there is limited information to assist individuals in knowing what kind of relationships, if any, to establish. In addition, organizations do not have the

information to know how, or if, they should facilitate the establishment of such relationships.

III. PURPOSE OF THE STUDY

The purpose of this study was to examine mentoring at the highest levels of organizations to determine if individuals at these levels were mentored as they advanced in their careers, and the perceived effect of any mentoring they received on their career advancement. Further, the study sought to determine whether mentoring occurred in different organizations, with different results. To do this, the study examined the perceptions of top-level executives in three types of organizations (business and industry, education, and government) and the perceptions of those they identified as mentors.

IV. RESEARCH QUESTIONS

This study sought to provide answers to the following research questions:

1. Do individuals at the highest levels of organizations perceive they were mentored as they advanced in their careers; and if they were mentored, what was the perceived effect on their career advancement?

2. Do the perceptions of individuals named as mentors match those of the top-level executives?

3. Does mentoring occur in all three organizations, does it occur in the same way, and with similar results?

V. SIGNIFICANCE OF THE STUDY

There is an assumption in the literature that mentoring is an important, if not critical, means of advancing to the highest levels of organizations. Individuals and organizations have continued to operate on this assumption for at least two decades. Individuals aspiring to top positions in organizations seek mentors as a means of furthering their advancement; and organizations have established formal mentoring programs to encourage, and even coerce mentoring relationships to occur. And yet, the assumption remains relatively unexamined and clearly unproven.

This study sought to provide an answer to the question of whether or not mentoring is critical to advancement into top level positions in organizations. The study also sought much needed information about mentoring, not only for individuals who aspire to top-level positions, but also for organizations as they seek to promote their talented individuals. The study:

1. sought to add to the base of knowledge, particularly clarifying the definition and value of mentoring.

2. sought to answer the question about whether or not mentoring is critical to advancement into the highest levels, and/or whether it is critical in some organizations and not in others.

3. sought to provide insight into mentoring relationships from the perspective of individuals who hold top level positions in different organizational settings and those they perceived to have affected their career advancement.

VI. ASSUMPTIONS

1. The assumption was made that the primary and secondary subjects had a clear recollection of their mentoring relationships and accurately reported their perceptions of the relationship.

2. For the purposes of this study, mentoring was assumed to be directly related to careers.

VII. LIMITATIONS AND DELIMITATIONS

1. The study was delimited to the investigation of the effects of mentoring on career advancement into top levels of organizations.

2. The study was delimited to one organization from each of three types. For this reason no attempt was made

to generalize results of this study to other organizations of a similar type.

3. The study was delimited in each organization to those individuals holding top level positions at the time of the study. For this reason, extreme care was taken in generalizing the results of this study to the organization at a future time.

4. Data gathered were limited to the recollections of the subjects as to whether or not they were mentored and their perceptions of the effects of mentoring on their career advancement.

VIII. DEFINITION OF TERMS

Leadership. An interpersonal relationship in which authority, power, and influence are unevenly distributed so that one person is able to direct and control the actions and behaviors of others (Napier, 1979).

Mentor. A senior person in an organization who facilitates the upward mobility of a promising junior person (protege). In this relationship the mentor assumes one or more of the following roles: (1) teacher: showing how the system works; (2) counselor: giving advice, performance feedback, and moral support; (3) guide: initiating the values, customs, and culture of the organization; (4) exemplar: providing a role-model;

(5) sponsor: facilitating entry and advancement; and
(6) patron: protecting, supporting, and where necessary, defending (Dalton, 1977; Kanter, 1977; and Levinson, 1978).

Mentoring. A relationship between a mentor and protege which facilitates the upward mobility of the protege.

Power. The ability to mobilize resources to accomplish a task (Kanter, 1977).

Primary subject. A person holding the top-level position in an organization or a person who reports directly to that individual for decision-making purposes.

Protege. A junior level person in an organization who is involved in a mentoring relationship which facilitates his/her upward mobility.

Secondary subject. An individual person named as a mentor by a primary subject.

Types of Organizations

Business. A formal organization whose prime beneficiary is the owner(s) of the business. Examples include private or publically owned companies whose business is product and service oriented.

Commonweal. A formal organization whose prime beneficiary is the public-at-large. Examples include

governmental organizations such as the Internal Revenue Service, Social Security, and the armed forces.

Mutual benefit. A formal organization in which the prime beneficiaries are the members themselves. Examples include unions, political parties, fraternities, and social clubs.

Service. A formal organization whose prime beneficiaries are the clients served. Examples include hospitals, schools, and social-work agencies (Blau, 1962).

IX. SOURCES OF DATA AND PROCEDURES

The unanswered questions which currently exist about mentoring dictated a descriptive research design that allowed unpredicted aspects of the phenomenon to emerge. A design was needed that would allow subjects to describe and expand upon mentoring relationships and then reflect upon the effects of the relationships on their career advancement. As a result of the nature of the study, in-depth interviewing was the preferred method of data collection.

Individuals holding top-level positions in three different organizations were named as primary subjects and were interviewed about any mentoring relationships they experienced and the effects of the relationships on their career advancement. Individuals named as mentors by the

primary subjects were identified as secondary subjects and interviewed to gain their perspectives on the relationship and the perceived effects on the primary subjects' career advancement. Interviews were audio-taped where possible, and transcribed.

Data were analyzed inductively and deductively according to an approach suggested by Goetz and LeCompte (1984). Data were analyzed individually, by primary and secondary subjects, by organization, and between organizations.

X. ORGANIZATION OF THE STUDY

The study is presented in six chapters:

Chapter I contains the introduction to the study including the statement of the problem, purpose of the study, research questions, significance of the study, assumptions, limitations and delimitations, definition of terms, procedures, and organization of the study.

Chapter II contains a review of related literature and research.

Chapter III contains a description of the research methodology and procedures used in the study.

Chapter IV contains the presentation and analysis of the data.

Chapter V contains a report and discussion of the findings.

Chapter VI contains the conclusions of the study, implications of the study, and recommendations for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

The purpose of this study was to examine mentoring at the highest levels of organizations to determine if individuals at these levels were mentored as they advanced in their careers, and the perceived effect of any mentoring they received on their career advancement. In addition, the study sought to determine whether mentoring occurred in different organizations, with different results. To make use of the large body of related research and literature on mentoring, the review was organized to address questions in three separate categories: questions about mentoring which have been answered in the research; questions about mentoring which have arisen in the literature, but have not clearly been answered in the research; and questions about mentoring which remain unexamined in the literature and research.

II. QUESTIONS ABOUT MENTORING WHICH HAVE BEEN ANSWERED IN THE RESEARCH

The literature and related research on mentoring have provided a great deal of substantiated information about

mentoring in five areas: (1) the origin of the term mentor; (2) the purposes of mentoring relationships; (3) the nature and dynamics of an established mentoring relationship; (4) the frequency with which mentoring occurs in organizations; and (5) the roles of a mentor.

Origin of the Term Mentor

The term mentor appears to have originated in Greek mythology in Homer's epic poem, The Odyssey. In The Odyssey, Odysseus, a leader in the Trojan war, entrusted the care of his son, Telemachus, to his good friend, Mentor. While Odysseus was away, Mentor was to act as a surrogate father, a teacher, role model, protector, advisor, guide, and counselor to the inexperienced boy. During this relationship, Mentor assumed all of these roles as Telemachus grew to adulthood (Beye, 1976).

For centuries, the word mentor has been used to describe helping relationships between an older, more experienced person and a younger person (Murray, 1905). Although mentor is a term which has apparently been used to describe this type of relationship, little was written about it until the late 1970s when Daniel Levinson (1978) popularized the term mentor in his book Seasons of a Man's Life. Levinson examined the lives of 40 men using in-depth interviews to study adult development and concluded that

the mentoring relationship was one of the most important relationships a man could have. He stated that mentoring relationships occurred at two points in men's lives, as young boys moved from youth into adulthood, and later in early adulthood, as young men advanced from novice/apprentice to expert/authoritative adults.

Purposes of Mentoring Relationships

It is clear from the literature and related research that the term mentoring has been used to describe different types of relationships which occurred in a variety of contexts and with different foci. The term mentoring was used in the literature to describe relationships that occurred in youth and at various stages of adulthood.

Mentoring has been used in the literature to describe relationships between adults, where the purpose was to help the adult overcome or deal with personal problems. Wither, Anderson, and Lauderdale (1980) described mentors as volunteers who worked with abusive parents. Fagan (1986) described mentors as adult volunteers who had relationships with skid-row alcoholics to aid them in their recovery.

The term mentoring has also been used to describe a variety of relationships between adults and youth, where the purpose was to appropriately guide youth toward

adulthood. Brofenbrenner (1974) used the term to describe relationships between adults and youth, where the purpose was to guide the youth toward developing appropriate values and attitudes. Some authors have used the term mentoring to describe the relationships between older persons and students in kindergarten through twelfth grade, where the purpose was to help the students reach their career potential (Berger, Moore, and Van Voorhees, 1986; Flaxman, Ascher, and Harrington, 1988; Gray, 1982). Other writers and researchers have used the term mentoring to describe relationships between teacher and students, where the purpose was preparing students for careers or for developing students' abilities (Flaherty, 1985). Mentoring has also been used to describe the relationship between advisor and student as the student prepared for a career (Gilbert, 1985). Boser and Wiley (1987) described the relationship that occurred between a supervising teacher and intern in preparation for a teaching career. Daresh (1987) described the mentoring relationship between practicing principals and aspiring principals during the course of administrator preparation. Merriam, Thomas, and Zept (1987) described the advisor/graduate student mentoring relationship that occurred and continued after the student entered his career. The relationship could be described as personal development while the student was in

preparation for the career, and career mentoring after the student began his career.

The term mentoring has also been used in the literature to describe the relationship between a senior, more experienced person in an organization and a less experienced individual for the purpose of developing the less experienced person's career. Writers have written about mentoring relationships which occurred at the outset of a career between an expert and apprentice in business and industry, or a supervisor and newly-hired employee (Bradley, 1978), or between a senior and newly-minted professor (Bradley, 1975). The purpose of these relationships was to inculturate the newly-hired person into the organization. Later, when an individual has been initiated into the organization and become familiar with its culture, other career development mentoring relationships may occur to develop an employee's potential and enable the person to succeed in a situation which is difficult. Jones (1986), Campbell (1982), and Ortiz (1982) have reported the use of mentoring relationships to enhance the chances of blacks and hispanics for succeeding in situations where they have previously had little experience.

Finally, the term mentoring has been used in the literature to describe the relationships that occur between

senior-level managers and talented employees. The purpose of these relationships was to advance the careers of the talented employees into management (Roche, 1979). It is this type of relationship that is the focus of this study.

Nature and Dynamics of an Established Mentoring Relationship

Much of what is known about the nature and dynamics of an established mentoring relationship comes as a result of research by Levinson (1978) and Kram (1980). Levinson has perhaps been the most widely recognized researcher on the dynamics of the mentoring relationship. Levinson reported that the mentoring relationship occurred between a young man and a more senior adult and was one of the most complex and important relationships a man can experience. He reported that the mentoring relationship lasted an average of two to three years; eight to ten years at most. Levinson also reported that mentoring relationships ended when one person moved, changed jobs or died. If it ended without physical separation, the relationship might cool to a warm friendship. If the relationship was especially intense, it usually ended in conflict.

Kram (1980) studied the dynamics of 18 mentoring relationships which occurred in a Northeast public utility company between young, entry-level managers and senior

managers. She conducted in-depth interviews with the mentoring pairs, and confirmed the findings of Levinson regarding the dynamics of the mentoring relationship in a career setting. Kram confirmed Levinson's finding that the relationship was not stagnant. Further, she found that there were four distinct phases of a mentoring relationship: initiation, cultivation, separation, and redefinition. During the initiation phase, which usually lasted six to twelve months, "seeds were planted" for the duration of the relationship. During the cultivation period, the mentor and protege discovered the real value of the relationship and the mutual exchange that existed between them. Trust, mutuality, and friendship emerged during this phase. The phase lasted until expectations no longer were being met or until the individuals were physically separated by job changes. The separation phase then occurred and was marked by significant changes in the quality of the relationship. The value of the relationship lessened and became less central to the lives of the individuals involved. As a result of these changes, a new definition of the relationship emerged, which could be very difficult for both parties. Kram found that the final phase (redefinition) could take two courses. Either the relationship ended in anger or disappointment, or it evolved into one of friendship or distant sponsorship.

In another study, Missirian (1980) examined the process of mentoring for women managers to find out if mentoring played a significant role in their careers. Missirian surveyed 35 top businesswomen in the country, and conducted follow-up, in-depth interviews with 15 of her subjects. Missirian reported results which confirmed that the mentoring relationship evolved similarly to the mentoring relationships in the studies of Levinson and Kram. She reported that mentoring relationships played a significant part in the career development of these female managers. Further, she reported that mentoring relationships experienced by females also progressed through three stages: initiation, development, and termination.

Frequency of Mentoring Relationships

Studies in business and industry reported that mentoring occurred frequently (Roche, 1979; Collins and Scott, 1978; Phillips, 1977). Roche reported a survey of 1,250 top executives of Fortune 500 companies that sought to determine how frequently mentoring occurred among the executives in business, and with what effect on their careers. To study the frequency of mentoring Roche asked, "At any stage of your career, have you had a relationship with a person who took a personal interest in your career and who guided or sponsored you?" The survey suggested

that two-thirds of the respondents perceived that they had one or more persons who assumed this role during the first 5 to 10 years of their careers.

Collins and Scott (1978) studied the succession of three chief executive officers at the Jewel Tea Company from 1931 to 1978, using in-depth interviewing. The results of this study indicated that mentoring had played a vital role in determining the succession of all three chief executive officers.

Phillips (1977) studied female managers and executives in business and industry using data from surveys, in-depth interviewing, and archival records. As part of the survey, she asked 331 females if they had received "career mentoring" from an individual (mentor) to help them define or reach their life goals. The women (61%) reported having had one or more career mentors.

Studies in education have suggested that mentoring also occurs just as frequently as in business and industry (Dickson, 1983; Kouba, 1984; Fenske, 1986). Dickson (1983) studied the career development process of 326 administrators of Rhode Island colleges and universities. As part of this study, she asked the subjects if they had a mentoring relationship. She reported that 53.4% of the administrators surveyed perceived themselves to have had mentors.

Kouba (1984) studied the influence of mentoring on the careers of nearly 500 presidents of private and public higher education institutions. She reported that 52% of the college and university presidents surveyed indicated that they had had mentors.

Fenske (1986) studied the characteristics and frequency of mentoring relationships among female chief academic officers of colleges of nursing and compared them with chief academic officers of colleges of education (deans). Sixty-seven female nursing administrators and 43 male deans of education were surveyed and asked if they had experienced a mentoring relationship. Over half of each group reported having had mentors.

In a national study, Collins (1983) surveyed 600 females in business and industry, education, and government who held executive and mid-level management positions. She reported the results from the 400 females who reported that they had received assistance from mentors as they advanced in their careers. Respondents indicated they had from one to four mentors each. Collins did not report the number of individuals who indicated they had not had mentors.

In yet another study of female managers, executives, and administrators in business and higher education in the western region of the United States, Vaudrin (1983) surveyed 230 subjects to study organizational factors which

contributed to their upward mobility and explored the presence, nature, functions, and importance of mentors. She reported that three-fourths of the respondents indicated that they had had mentors or other influential persons during their careers.

Roles of a Mentor

There is a great deal of research and literature that speaks about the roles a mentor assumes in a mentoring relationship. Levinson (1978) described the role(s) of a mentor as: a person of greater experience and seniority in the world the young man is entering. He may serve one or more of the following six functions: (1) teacher, by enhancing the young man's skills and intellectual development; (2) sponsor, by using his influence to facilitate the young men's entry and advancement; (3) host and guide, by initiating the protege into a new occupational and social world and acquainting him with its values, customs, resources, and cast of characters; (4) exemplar, providing virtues and achievements that the protege can admire and seek to emulate; (5) counselor, providing moral support in time of stress; and most importantly; (6) facilitator, for the realization of the protege's "Dream" or vision of the kind of life he desires to live. Levinson reported the mentor might assume a

variety of the suggested roles, depending upon the purpose to be served in the relationship.

Kram (1980) described the roles of a mentor in terms of two functions, career functions and psychosocial functions. The purpose of career functions was to enhance the career of the protege. The career functions included sponsorship, coaching, giving exposure, visibility, and protection. The purpose of psychosocial functions was for personal bonding between the mentor and protege. The mentor served as a role model, counselor, and friend.

Missirian (1980), in her study of female executives and mentors, reported the roles of a mentor as sponsor, coach, and even peer. Phillips (1977), in her study of female executives and managers, reported the roles of mentors to be supportive bosses/partners, sponsors, invisible godparents, peer strategizers, role models, patrons, and favor-doers.

Realizing that there were a variety of roles identified by researchers in the area of mentoring, Field (1988) analyzed 23 selected research studies (Figure 1). She identified and compared the various roles of a mentor used in the research and found that not one single role was identified and accepted by all of the researchers. Field found that the identified roles included teacher, advisor, sponsor, guide, role model, counselor, coach, protector,

Reference	Defining Attribute							
	teacher	advisor	sponsor	guide	role model	counselor	coach	protector
Altwood (1979)	X			X	X	X		
Bolton (1980)	X			X	X	X	X	
Brown (1983)	X		X	X		X		
Cameron (1982)	X							
Chamings & Brown (1984)	X			X	X	X	X	
Clawson (1980)	X		X		X	X	X	X
Cook (1982)	X		X			X		X
Cosgrove (1984)	X			X		X		X
Darling (1984)	X	X		X	X	X	X	
Fagan & Fagan (1983)	X					X		X
Hagerty (1986)	X		X	X				
Hamilton (1981)	X	X	X	X				
Hess (1986)		X			X	X		
Hunt & Michael (1983)					X	X	X	X
Kram (1983)			X		X	X		
Levinson (1978)	X	X	X	X	X	X	X	
May, Mcleis, & Winstead-Fry (1982)		X			X	X	X	
McLane (1981)	X	X						
Pardue (1983)	X							
Philips-Jones (1982)		X			X	X		
Vance (1982)	X	X		X	X	X	X	
Woodlands (1980)			X	X		X		X
Zey (1984)	X		X					

Figure 1. Attributes of a mentor.

Note. From "Analysis of the Concept Mentor" by Willa Fields, 1988, International Journal of Mentoring, 2, 2, p. 15. Copyright Winter, 1988.

and friend. The role of facilitator of the "Dream," as identified by Levinson, was not among the roles identified by the researchers.

Benefits of Mentoring

The benefits which accrue to individuals from mentoring relationships have been explored in several studies. Both Roche (1979) and Collins and Scott (1978) reported that mentoring was perceived as having a substantial influence on the subjects' careers (32% and 100% respectively). Collins (1983) reported that 57% of the women who had mentors perceived the effect as very valuable for their careers. Roche (1979) and Missirian (1980) both found that individuals having mentors also reported higher salaries. Roche also found that those with mentors had a greater degree of satisfaction with their careers than those not reporting mentors. Missirian (1980) also reported that those with mentors had higher positions than those not having mentors.

Villani (1983) conducted in-depth interviews with nine mentors and 15 female proteges in education who had been involved in mentoring relationships which occurred either during the proteges' academic lives or in the early stages of their careers. Villani found that both mentors and proteges typically saw the mentoring relationship as

influential in helping the women overcome internal barriers to the realization of career aspirations.

In education, several studies supported the notion that mentoring was beneficial in reducing the time necessary for advancement (Dickson, 1983; Leizear, 1984). Dickson found that 54% of the respondents in her study reported that mentoring reduced the amount of time necessary for advancement into management positions. In a study of female public school administrators, Leizear (1984) found that 85% of the 45 females he surveyed perceived that mentoring relationships reduced the time necessary for advancement.

III. QUESTIONS WHICH HAVE ARISEN IN THE LITERATURE BUT HAVE NOT BEEN ANSWERED IN THE RESEARCH

Six questions about mentoring remain unanswered in the literature and research as a result of a lack of agreement among authors: (1) What roles must a person assume for the relationship to be identified as mentoring? (2) Is a mentor different from a sponsor? (3) What criteria are used in protege selection? (4) Does mentoring occur differently for women, and with different results? (5) Does mentoring occur differently for minorities, and with different results? and (6) What effect does mentoring have on career advancement?

What Roles Must a Person Assume if the Relationship is
to be Identified as Mentoring?

While there is general agreement about the roles a mentor may assume in an established relationship, there is little agreement on the definition of a mentor or the roles that must be assumed for the relationship to be recognized as mentoring. Without a commonly accepted definition, the results of many of the studies cannot be compared, nor is there a common body of knowledge about mentoring that builds a base for future research.

Some researchers define mentoring for their subjects but use different definitions. For example, Roche asked, "At any stage of your career, have you had a relationship with a person who took a personal interest in your career and who guided or sponsored you?" Phillips (1977), on the other hand, asked her subjects if they had received "help given by someone (mentor) to an individual (protege) in order to help the protege define or reach his or her life goals." Alleman (1984) defined mentors as persons of greater rank or expertise who teach, guide, and develop a novice in an organization or profession. And, Missirian (1980) asked if there had been a person or persons that influenced the subjects' careers at critical junctures.

In their definitions, Roche, Alleman and Missirian make it clear they are talking about mentoring in relation to careers, Phillips does not. Roche talks about personal involvement, but Phillips, Alleman, and Missirian do not. Is it clear that the researchers are talking about the same thing? Did the subjects understand the same things in giving their responses?

Even when the researchers define mentoring for their subjects, the subjects' responses suggest that they did not necessarily have the same understanding of mentoring. For example, in the Roche study, subjects identified mentors as relatives, friends, and teachers, as well as supervisors, managers and top-level executives. Did they identify these people as mentors because they had taken a personal interest in their careers, or because they had guided or sponsored them, or both? The subjects in the Missirian study named both mothers and fathers as mentors, as well as individuals in higher levels of their organizations. Clearly the subjects' understandings of what was being asked of them made a difference in their responses.

Other researchers attempted to further distinguish among the relationships identified as mentoring. Phillips (1977) categorized the relationships identified by subjects in terms of primary or secondary mentors. According to Phillips, primary mentors had a personal interest in their

proteges. Secondary mentors on the other hand, helped proteges as part of their duties, with less caring or risk-taking. Secondary mentors and their proteges had a more business-like relationship. According to Phillips, individuals in both categories met the criteria to be identified as mentors.

Missirian (1980) examined mentoring, analyzed the results, and then described the true mentor as a individual with access to power who also had personal and professional values and behaviors which were similar to those of the protege. In addition, she reported that a psychological bonding must also be present in a true mentoring relationship. Building on a conceptual model of mentoring suggested by Shapiro, Hazeltine and Rowe (1978), Missirian placed the relationships she found on a continuum. She viewed mentoring as the most intense of the facilitating relationships on the continuum. The less intense relationships went successively from peer pal, to guide, to sponsor, and then ultimately, to the highest level of intensity, that of a mentor (Figure 2). Missirian wrote that while mentors may assume the roles of peer, coach, and sponsor, individuals assuming these roles do not have the same degree of influence and therefore cannot be mentors.

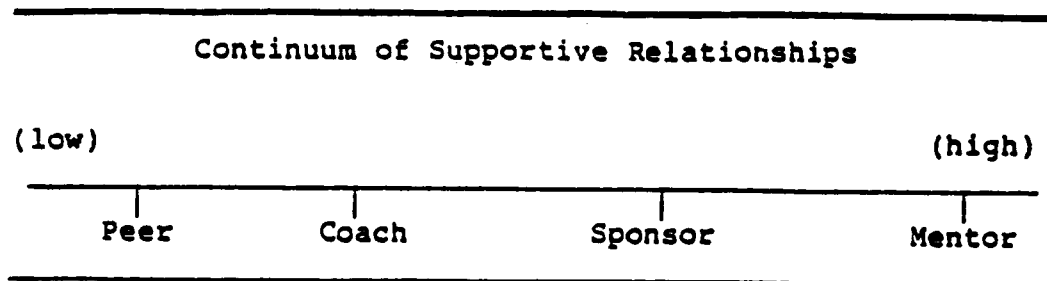


Figure 2. Continuum of supportive relationships.

Note. From "The Process of Mentoring in the Career Development of Female Managers" doctoral dissertation by A. K. Fields, 1980, Dissertation Abstracts International, LII, 08A. The University of Massachusetts, Boston.

Missirian reported that emotional involvement was the distinguishing difference between mentors and other less intense roles.

Collins (1983) only reported the results of individuals who said they had someone who influenced their careers, but she did not distinguish between types of influence. She categorized all the influential persons as mentors.

Kram (1980), in her study of 18 developmental relationships, noted that in 15 of the relationships, the senior-level manager served career functions (sponsorship, exposure and visibility, coaching, protection, and providing challenging work assignments) and psychosocial functions (role modeling, acceptance-and-confirmation, counseling, and friendship). In the other three relationships, the senior-level manager served only career functions and had less personal involvement. Kram did not clearly identify any of the relationships as mentoring.

The different ways in which the researchers designed their studies and analyzed and categorized their data made it difficult, if not impossible, to compare their results. Thus, it remains unclear what roles a person must assume for the relationship to be identified as mentoring. And all of the researchers seem to have ignored what Levinson considered to be the critical element in a mentoring

relationship. Levinson (1978) wrote that it was not the roles assumed by the more senior person that constituted mentoring, rather it was the character of the relationship and the personal involvement of the mentor in realizing the protege's "Dream."

Is Mentoring Different from Sponsoring?

In addition to the lack of a common definition of mentoring guiding the research, there is confusion in the literature about the differences between a mentor and a sponsor. Some writers and researchers have used the term sponsor to describe relationships that are synonymous with mentoring (Speizer, 1981; Valverde, 1980; Kanter, 1977), while others have clearly distinguished between the terms mentor and sponsor (Missirlian, 1980; Shapiro, Hazeltine and Rowe; 1978; Josephowitz, 1986; Villani, 1983).

Speizer indicated that mentor and sponsor have been used interchangeably to describe the same relationship. She reported that while the term sponsor was popular in the 1960s and early 1970s, it was later replaced by the more popular term mentor. The work of Valverde and Kanter further substantiated Speizer, as their research was conducted in the 1960s and 1970s. Both identified sponsors by their teaching, protecting, and sanctioning roles.

Interestingly, even among those researchers and writers who distinguished between the terms mentor and sponsor, there was no agreement on the definitions or purposes of mentors and sponsors. Missirian and Villani supported the work of Shapiro, Hazeltine and Rowe. They found that sponsors had less influence than mentors and therefore did not mentor, but mentors can and did assume the less powerful role of sponsor. Josephowitz, on the other hand, clearly concluded the opposite, i.e., that mentors had less power and influence than sponsors. According to Josephowitz, the mentor was a teacher, and had no particular clout in an organization. The sponsor, however, focused on the future and had power in the organization to boost the protege's career. The confusion about the terms mentor and sponsor further prevented a conceptual framework from which to compare and contrast the research on mentoring.

What Criteria are used in Protege Selection?

There was disagreement among researchers about the criteria used by mentors in their selection of proteges. Some researchers found that mentors tended to select proteges that were similar to themselves in terms of values and behaviors (Missirian, 1980; Mertz, Welch and Henderson, 1988; Valverde, 1980). Missirian indicated that personal

and professional values and behaviors of mentors and proteges must be similar. Mertz, Welch and Henderson (1988) studied top-level executives and administrators in business and industry, education, and government using in-depth interviews and anecdotal reports of top-level executives as they mentored, and found that mentors chose proteges with whom they could identify to minimize the risks and maximize the benefits of the mentoring relationship. Valverde (1980) researched large urban school districts to identify the variables that determined the promotion process from teacher to administrator. Valverde conducted in-depth interviews with six principals who were perceived to be effective sponsors (mentors). The research findings indicated that sponsorship was usually limited to a select few who were chosen because they possessed qualities and characteristics similar to those of the sponsor administrators. On the other hand, Alleman, Cochran, Doverspike, and Newman (1984) studied pairs of individuals in organizations and found that mentors did not choose proteges whose behaviors and personalities were similar to their own.

Does Mentoring Occur Differently for Women, and with Different Results?

Perhaps the greatest interest in mentoring has been fueled by the women's movement. As greater numbers of women became interested in advancing to the top of organizations, females aggressively sought information and experiences that would enable them to compete with males. Levinson (1978) stated that a mentoring relationship was one of the most influential relationships that a man could have, and that women received far less mentoring than men. Other writers also reported that mentoring did not occur as frequently for women as it did for men (Kanter, 1977; Sheehy, 1976); and that it was even more important for women than for men (Kanter, 1977).

Assumptions about how infrequently women received mentoring and the value of the experiences, especially for females, led to a large number of articles and considerable research. Women produced the largest body of the literature and research on mentoring; 70% of the authors of articles used as references for this research were female. Yet, despite the volume of research, the accuracy of these assumptions has not yet clearly been documented.

Regarding the frequency with which women experience mentoring, Missirian (1980) found mentoring to be a rare experience for women. Other studies, however, have shown

that a number of women do experience mentoring relationships. Vaudrin (1983), for example, reported that up to 97% of the women surveyed had a mentor. While few studies have compared mentoring experiences by gender, several of these studies reported that men and women receive equal amounts of mentoring (Dickson, 1983) or women receive greater amounts of mentoring than men (Fenske, 1986). Dickson found that the male and female chief academic officers she surveyed reported having experienced nearly equal amounts of mentoring (slightly more than 50%). Fenske surveyed the relationships experienced by 67 female chief academic officers of colleges of nursing and 43 male deans of colleges of education and found that 64% of the females had experienced mentoring relationships, while only 58% of the males had experienced mentoring relationships.

The common assumption that mentoring is more valuable for females than for males has remained relatively unexplored. Studies have shown that both males and females value the mentoring experience, and perceive it as beneficial (Roche, 1979; Missirian, 1980; Villani, 1983). Other studies (Moore, 1983; Vaudrin, 1983; Ryan, 1983) reported that female managers consider mentoring influential, but not of utmost importance in career advancement. Moore (1983) surveyed female community college administrators and found that most perceived

mentoring had been helpful to their careers, but that it only ranked sixth in a list of important factors.

Similarly, Vaudrin (1982) surveyed executive and mid-level female proteges in business and higher education and found that these proteges did not report that mentoring was a critical factor in their career success; rather, competence, self-confidence, intelligence, and drive were identified as more important influences. Ryan (1983) surveyed 50 supervisors in a state government agency and found that mentoring ranked tenth in a list of important factors in career advancement for females.

Does Mentoring Occur Differently for Minorities, and with Different Results?

The research on mentoring was virtually silent with regard to minorities. Valverde (1980), who looked at mentoring by principals in urban school districts, found that sponsorship was usually limited to a select few who were chosen because they possessed qualities and characteristics similar to those of the sponsor administrators. Women and minorities were found to be excluded on the basis of their deviation from white male norms. The study indicated, however, that the few women and minorities who had been sponsored were fairly well

acculturated and were able to overcome any perceived deficiencies related to race or gender.

This finding was supported by a national study of 1,015 college and university presidents, who were surveyed about factors which influenced their selection (Davis, 1984). The findings of this study also indicated that white males received more mentoring than minorities. In another study (Moore, 1982) however, the results were opposite. In this national study, 2896 female higher education administrators were surveyed, and more minority administrators (58%) reported having had mentors than white administrators (52.8%). However, gender was not a variable in the study.

What Effect does Mentoring (Whatever It Is) have on Career Advancement?

There is a large body of literature that has suggested mentoring is critical for career advancement (Roche, 1979; Collins and Scott, 1978; Jennings, 1971; Klopf and Harrison, 1981; Speizer, 1981). Whether or not mentoring is critical, however, has not been established.

The effects of mentoring relationships on career advancement have been explored in several studies with different results. Roche (1979) and Collins and Scott (1978) reported that mentoring was perceived to have a

substantial influence on their subjects' careers (32% and 100% respectively). Collins (1983) reported that 57% of the women who had experienced mentoring perceived the effect as very valuable for their careers.

Roche (1979) and Missirian (1980) found that individuals who had mentors reported higher salaries. Roche found that persons with mentors had a greater degree of satisfaction with their careers. Missirian reported that those with mentors held higher positions than those not having mentors. However, in both of these studies, other factors may well have played a part. Respondents with mentors in both studies had higher educational levels than those not having mentors. In the Missirian study, the females who had mentors also reported having been with their organizations an average of 12.5 years longer than those without mentors.

There was little research at the highest levels that confirmed whether or not mentoring was critical to advancement. Roche (1979) reported that two-thirds of the top-level executives surveyed reported having had mentors. Kouba (1984) reported that 52% of the college and university presidents she surveyed had mentors. Nevertheless, one-third of the subjects in the Roche study did not have mentors to help them advance to the highest levels in business and 48% of the subjects in the Kouba study did not

have mentors to help them advance to the highest levels in higher education.

V. SUMMARY

The review of literature and research about mentoring revealed some valuable information. The term mentor was used to describe a variety of different relationships with diverse purposes. The research identified the nature and dynamics of an established mentoring relationship. Further, it established that mentoring occurred in organizations, at a variety of levels. The roles a mentor might assume were also well-documented.

There was less clarity about mentoring in other areas. For example, there was no commonly accepted definition of mentoring, nor were the roles that a mentor must assume for the relationship to be considered mentoring clearly established. There were contradictory perceptions about how mentors choose proteges. Most importantly, there was little documentation to confirm the commonly held assumption that mentoring is critical for advancement into the highest levels of organizations.

The review of existing literature and research suggested that there was a combination of factors which prevented a clear understanding of what mentoring was and the resulting effect on career advancement to the highest levels. One major difficulty in drawing conclusions from

the existing research was the lack of a clear conceptual framework about the definition of mentoring, and the roles a mentor must assume. Because of this, there was no clear base upon which further research could be conducted.

There was a void in the mentoring research in two areas. Virtually nothing was known about mentoring from the perspective of individuals who may have mentored their proteges into the highest levels of organizations. Finally, the research did not address whether or not mentoring occurred differently in different types of organizations, and with differing results.

Thus, there was a need to provide documentation about these unconfirmed aspects of mentoring. Such information would be of benefit to individuals aspiring to top level positions. In addition, answers to these questions would be of benefit to organizations as they seek information about how to prepare individuals for top-level positions. Finally, the information would build a base from which future research could be conducted.

CHAPTER III

METHODOLOGY

I. INTRODUCTION

The purpose of the study was to examine mentoring at the highest levels of organizations to determine if individuals at these levels were mentored as they advanced in their careers, and the perceived effect of any mentoring they received on their career advancement. Further, the study sought to determine whether or not mentoring occurred in different organizations, with different results. In order to do this, top-level executives and individuals they identified as mentors were interviewed and their perceptions compared.

This chapter details the procedures and methods used in the study, and is reported in three sections:

(1) Organizational Settings and Subjects; (2) Methods; and (3) Procedures.

II. ORGANIZATIONAL SETTINGS AND SUBJECTS

Organizational Settings

Little is known about whether or not mentoring occurs differently in different types of organizations, with different results. Since one of the purposes of this study

was to compare the mentoring experiences of those individuals in top-level positions in different types of organizations, it was necessary to identify different types of organizations based on some criteria of selection.

According to Blau and Scott (1982), all organizations can be categorized according to the prime beneficiaries of the organization, into four separate types: business, service, commonweal, and mutual benefit. The prime beneficiaries of business organizations are the owners. The prime beneficiaries of service organizations are the clients served. The beneficiary of commonweal organizations is the public-at-large. Mutual benefit organizations' beneficiaries are the members themselves. Three of the four types of organizations, business, service, and commonweal, lend themselves to the study of mentoring, since their leaders tend to be selected through the promotion process. In mutual benefit organizations, leaders generally emerge through an election rather than a promotion process.

One of the purposes of the study was to compare the frequency with which mentoring occurred, and with what result, by organizational type. Therefore, a business organization (Organization A), a service organization (Organization B), and a commonweal organization (Organization C) were selected for inclusion in the study.

These organizations were chosen on the basis of similarity in size, similarity in the numbers of individuals holding top-level positions, geographic accessibility, and ease of entry by the researcher.

Organization A was a nationally known, profit-making business with locations throughout the United States. The particular division of the organization included in the study was located in the Southeastern United States.

Organization B was a public university, which was part of a state university system. This particular university was located in the Southeastern United States. Organization C was a regional division of a federal governmental agency. This division was also located in the Southeastern United States.

In Organizations A and C, initial contact was made by the researcher through telephone or letter. Initial contact in Organization B came through The University of Tennessee, Knoxville. In every case, the research design was discussed with either the individual in the highest position of the organization or a person who reported directly to that individual.

Subjects

The intent of the study was to examine mentoring as seen by top-level executives (primary subjects) and those

they perceived as mentors (secondary subjects) in the three different types of organizations. Only those individuals holding the highest position in each organization and those persons reporting directly to that person for decision-making purposes were defined as top-level executives. Jointly, the researcher and the initial contact in each organization made decisions about which individuals met the criterion. Sixteen individuals met the criterion as primary subjects. However, only 15 were available and therefore included in the study: 4 in Organization A, 5 in Organization B, and 6 in Organization C. Fourteen of the primary subjects were males and one was female. Fourteen of the primary subjects were white and one was black.

The research design limited the number of secondary subjects to two per primary subject. The researcher determined which mentors would be identified as secondary subjects based upon two criteria. The first criterion was the researcher's perception about the depth of the relationship and information to be gained from the individual named as mentor. The second criterion was based upon the ability of the researcher to locate the person and obtain agreement to be interviewed.

For a variety of reasons beyond the researcher's control two secondary subjects for each primary subject were not included. Three primary subjects did not name

mentors; one named only one mentor; and 11 others named multiple mentors (up to 6). While an attempt was made to interview all of the identified secondary subjects, in some cases current addresses for potential secondary subjects were unavailable, in some cases the secondary subject did not agree to be interviewed, and in other cases, the person named as mentor had died.

Seventeen interviews were conducted with 14 different secondary subjects, as some primary subjects named the same person as mentor. Three interviews were held with secondary subjects named in Organization A, five in Organization B, and nine in Organization C. All 14 secondary subjects were male. Thirteen secondary subjects were white and one was black.

III. METHOD

Mentoring, as a critical element in career advancement to the highest levels of organizations, was a relatively unexamined phenomenon. To understand the effects of mentoring for advancement to the highest levels of organizations, a descriptive study was chosen as the most appropriate method for identifying the variables involved and for understanding the phenomenon from the perspective of the participants involved (Brogden, 1975; Denzin, 1978;

Cook and Reichardt, 1980; Patton, 1980; Spradley, 1983; Goetz and LeCompte, 1984).

In-depth interviewing was chosen as the most appropriate method of data collection. In-depth interviewing allowed subjects to provide the "insider" perspective of individuals who held top-level positions and the persons they perceived as having mentored them. In-depth interviewing also allowed the researcher to obtain specific information and encouraged unpredicted aspects of the phenomenon to emerge (Patton, 1980).

Interview Protocols

For the purpose of this study, the interview guide approach, as suggested by Patton (1980), was used for data collection. The interview guides (protocols) were designed to ensure that basically the same information was obtained from all subjects. (See Appendices A and B.) Using this method, the researcher was free to probe or expand the interview to illuminate or elucidate related topics that arose. The researcher was also free to build conversations with the subjects, focused on the topic (mentoring) under investigation.

Interview protocols for primary subjects and secondary subjects were developed by the interviewer to ascertain their perspectives on the relationships and the

corresponding effect on career advancement. The information included in the protocols was selected on the basis of previous research on mentors and proteges conducted by the author (Mertz, Welch, and Henderson, 1988). The protocols were field-tested on top-level executives in Organization A to determine their effectiveness in gaining the needed information.

The Primary Subject Interview Protocol (Appendix A), included questions concerning whether or not subjects had received mentoring, the nature of any mentoring relationships the subject had from beginning to end, and the perceived effect of the relationship on the primary subjects' career advancement. Primary subjects were asked to provide names, addresses, and phone numbers for each mentor identified.

The Secondary Subject Interview Protocol (Appendix B) included questions designed to learn the perceptions of the individuals named as mentors, including whether or not it had been a mentoring relationship, the nature of the relationship, and the effect of the relationship on the primary subjects' careers, as they saw it.

IV. PROCEDURES

Data Collection

Contact was made by telephone or letter to the individuals holding a top-level position in each of the three selected organizations. Their participation was sought as primary subjects. They were asked to contact others in the organization and obtain their agreement to participate in the study. They were also asked to help the researcher schedule interviews with the other primary subjects. Subjects agreed to participate in the study and signed a consent form (Appendix C).

In-depth, face-to-face interviews were conducted with primary subjects using the Primary Subject Interview Protocol. Fifteen primary subjects were interviewed, four in Organization A, five in Organization B, and six in Organization C. At the beginning of each interview the researcher stated the following definition of a mentor to ensure that the researcher and subject had a common understanding of the term: a mentor is a senior level person in an organization who takes a personal interest in a junior person and facilitates that person's advancement by acting as a teacher, sponsor, role-model, or patron. Subjects were then asked if they had a mentor. If not, the subjects were asked how they brokered their career

advancement. In every case, each question in the protocol was covered. Where possible, the interviews were audio-taped. Interviews lasted an average of one hour. The interviews were transcribed and primary subjects were sent a summary of the interview to ensure agreement about the data received.

In-depth interviews were conducted with the identified secondary subjects in person, or by telephone, using the Secondary Subject Interview Protocol. Seventeen secondary interviews were held with 14 different secondary subjects, 3 in Organization A, 5 in Organization B, and 9 in Organization C. Secondary subjects were also given the same definition of a mentor to ensure a common understanding of the term. In every case, each question in the protocol was covered. Where possible, the interviews were audio-taped. Interviews lasted an average of 45 minutes. The interviews were transcribed and secondary subjects were sent a summary of the interview to ensure agreement about the data received.

Data Analysis

Data obtained for this study were analyzed in four different areas:

1. Data from primary subjects were analyzed to determine what, if any, mentoring relationships occurred

and the perceived effect of these relationships on their career advancement.

2. Data from primary and secondary subjects were compared to determine differences and commonalities in their perceptions of the relationships, and the corresponding effects on the primary subjects' career advancement.

3. Data from subjects in each type of organization were analyzed to determine factors common to mentoring relationships in that organization.

4. Data from the three organizations were compared to determine differences and commonalities in mentoring relationships among the organizations.

Data were analyzed according to an approach suggested by Goetz and LeCompte (1984). The initial step in data collection included repeated scanning and rereading of data, and inductive analysis of important observations about the data. The second step in data analysis included categorizing the patterns which emerged, as a process of theorizing about mentoring. In the final step, the data were analyzed deductively to test the theories that had emerged. Theories which were supported by the deductive analysis are presented in the findings.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

I. INTRODUCTION

The purpose of this study was to examine mentoring at the highest levels of organizations to determine if individuals at these highest levels were mentored as they advanced in their careers, and the perceived effect of any mentoring they received on their career advancement. In addition, the study sought to determine whether or not mentoring occurred in different organizations, with different results.

The three research questions which guided the study were: (1) Do individuals at the highest levels of organization perceive that they were mentored as they advanced in their careers; and if they were mentored, what was the perceived effect on their career advancement; (2) Do the perceptions of individuals named as mentors match those of these top-level executives; and (3) Does mentoring occur in all three organizations, does it occur in the same way, and with similar results?

In-depth interviews were conducted with individuals holding top-level positions (primary subjects) and individuals they identified as mentors (secondary

subjects). The protocol data collected were analyzed inductively to determine if any patterns might emerge. The data were then analyzed deductively to test those patterns and theories.

The analysis of the data is presented in two sections. First, the responses from the 15 primary subjects to the questions from the Primary Subject Interview Protocol are presented. The responses are analyzed by total population, by organizational type, and between individuals holding the highest position in the organizations and the remaining primary subjects (those holding the second-ranking positions). Secondly, responses from the 17 secondary subjects to the questions from the Secondary Subject Interview Protocol are presented. The responses are analyzed by total population, by organizational type, between primary subjects and their identified mentors (secondary subjects), and between individuals identified as mentors of persons holding the highest position in the organizations and individuals identified as mentors by persons holding second-ranking positions.

II. PRESENTATION AND ANALYSIS OF DATA

FROM PRIMARY SUBJECTS

1. Please describe your career path?

Eight of the 15 primary subjects (three in Organization A, two in Organization B and three in Organization C) followed one career path. They started in one type of organization and stayed there. The remaining seven primary subjects (one in Organization A, three in Organization B, and three in Organization C) had followed other career paths prior to entering their present careers. Four of the primary subjects (one from Organization B and three from Organization C) listed military experience. The individuals at the highest levels of all three organizations followed only one career path.

Once the primary subjects began their present careers, they reported that the time it took for them to advance to the second highest levels in their organizations ranged from a low of 7 years to a high of 27 years. In Organization A, the average time required to reach the second highest level was 24 years. In Organization B, subjects reached the second highest level in an average of 16.5 years. In Organization C, the average length of time required to reach that position was 15 years.

The individual holding the top-level position in Organization A reached a second-ranking position in 29 years, and the highest position in 36 years. In Organization B, the individual holding the highest position reached the second highest position in ten years, and the highest position in 15 years. In Organization C, the individual holding the highest position reached the second-ranking position in 11 years, and the highest position in 17 years.

2. Is this career path typical/atypical?

Eleven of the 15 primary subjects saw their career path as typical. Four subjects (one each in Organizations A and C; two in Organization B) categorized their career paths as atypical because they had been in a different career prior to the present one. The remaining one saw his career as atypical because he had moved into a completely different area of expertise in the same organization (Organization B). Persons at the highest level in all three organizations identified their career paths as typical.

3. Was there a person/persons who assumed the role of mentor according to the definition presented?

Forty-three mentors were identified by the primary subjects. However, they spoke in-depth about only 31 of

these relationships. Twelve of the 15 primary subjects reported having from 1 to 6 mentors each. Three reported they had not had a mentor.

In Organization A, two of the four primary subjects reported having had mentors. One named six mentors and one named two mentors. Two primary subjects did not report having had mentors. In Organization B, four of the five primary subjects reported having had mentors. One primary subject reported six mentors, one reported four mentors, one reported three mentors, one reported two, and one reported no mentors. In Organization C, all six primary subjects reported having had mentors. One primary subject reported six mentors, one reported five, two reported three, one reported two, and the remaining primary subject reported having one mentor.

In each organization, the individual holding the top-level position reported a total of six mentors. That was the highest number of mentors reported by a person in each organization.

4. If no mentoring was received, how did you broker your career advancement?

Three primary subjects, two in Organization A and one in Organization B, reported that they had not had mentors, but had good supervisors. In Organization A, one primary

subject saw his career advancement resulting from his ambition and desire, but also felt he was "in the right place at the right time." The other primary subject felt that his career advancement resulted from his willingness to learn and additional education (Ph.D.). He also reported a "lot of luck . . . being at the right place at the right time." He felt, however, that people "make luck and opportunity." In Organization C, the primary subject did not directly address the question about how he brokered his career advancement. He indicated that he could have had a mentor, but he "did not want to be known as _____'s boy," and turned down the position offered by the potential mentor.

5. At what point in your career did each of these relationships occur?

Twelve of the 15 primary subjects reported having had mentors in the early stages of their careers. Eight of those relationships (1 in Organization A, 3 in Organization B, and 4 in Organization C) occurred when they were first hired; 14 relationships (3 in Organization A, 4 in Organization B, and 7 in Organization C) occurred within the first 7 years of the primary subjects' careers. All but three of the relationships (one in Organization B and two in Organization C) occurred within the first 10 years

of the primary subjects' careers. Four of the primary subjects (one from Organization B and three from Organization C) reported that they had begun mentoring relationships after they obtained their present position.

The individual holding the highest position in Organization A stated that two of the relationships occurred within the first 7 years of his career, but did not identify when the other four relationships occurred. In Organization B, the individual holding the highest position reported that his six mentoring relationships occurred in the first 8 years of his career. In Organization C, the individual holding the highest position had a mentor when he was first hired, and four more in the first 7 years of his career. His sixth relationship occurred approximately 13 years after he entered his career.

6. Please give me the name, position, and age of your mentor at the time of the relationship.

In over three-fourths of all relationships reported (33), the primary subjects identified their mentors as direct supervisors. All 4 of the identified mentors in Organization A were direct supervisors; 11 of the 15 mentors in Organization B; and 18 of the 20 persons identified as mentors in Organization C were direct

supervisors. The other primary subjects (eight in Organization B and two in Organization C) identified their mentors as individuals who held positions from one to two levels above them.

Primary subjects reported that their mentors were from zero to 23 years older than they. One primary subject In Organization C reported that his mentor was the same age as he. Six primary subjects (all in Organization C) reported that their mentors were 3 to 6 years older. Eight (one in Organization A, six in Organization B, and one in Organization C) reported that their mentors were 8 to 10 years older. Fourteen subjects (two in Organization A, four in Organization B, and eight in Organization C) reported that their mentors were 11 to 15 years older. Four individuals (One in Organization A, two in Organization B, and one in Organization C) reported that their mentors were 16 to 20 years older. And four individuals (one in Organization B and three in Organization C) reported that their mentors were more than 20 years older than they.

The individual at the highest level in Organization A had 2 mentors who were 10 and 13 years older than he. In Organization B, the individual at the highest level had six mentors; however, he only reported the ages of four of his

mentors. One was 10 years older, one 15 to 20 years older, one 20 years older, and one 30 years older.

7. Was the mentor inside/outside your organization?

In every case the primary subject and the identified mentor held positions in the same organization at the beginning of the relationship.

8. How did the relationship begin?

Primary subjects reported that, for the most part, relationships with individuals they named as mentors began when they came into direct contact. Primary subjects reported that 14 of the relationships "just happened." Eight primary subjects reported the relationship began when they were hired. In four cases, the mentor came to the primary subject. Two of the relationships occurred as a result of assignment to one another. (These two were all in Organization B.) Three primary subjects reported that the individuals they named as mentors contacted them and asked that they apply for positions. No primary subjects reported that they had approached their identified mentor to begin the relationship.

The individual holding the highest position in Organization A reported about two of his six relationships. He said that these "just happened." The person at the highest level in Organization B answered this question for

four of his six mentors. Two mentors were assigned as part of a formal program and two just happened. In Organization C, the individual holding the highest position answered that his six relationships just happened.

9. What experiences were provided for you by your mentor?

Primary subjects did not answer the question in terms of experiences provided by the mentor. Rather, they spoke about the things they learned from their mentors or what their mentors had done for them. All primary subjects in all three organizations reported that their mentors acted as role models. Primary subjects spoke about "wanting to emulate him," "wanting to watch and learn from his style," or "watch the way in which he makes decisions." Nine of the 12 primary subjects (1 in Organization A, 3 in organization B, and 5 in organization C) who named mentors spoke about them as influencing their careers immediately upon their entering an organization. In eight of those relationships, the individual named as mentor was the direct supervisor of the primary subject. In the other case, the primary subject in Organization C named the director of personnel as the initial mentor. Primary subjects reported that these identified mentors gave

encouragement, orchestrated duties, and provided career counseling.

Three of the primary subjects (two in Organization B and one in Organization C) mentioned that the initial supervisor was candid and taught them about organizational politics. In the way of career counseling, primary subjects were told to "consider what's best for your career," or, "You can have this job if you want it . . . but your talents would be wasted . . . it would be a side-step for your career," or "That's an attractive offer, but you need to think of other considerations . . . even if it would double your salary." A primary subject in Organization A spoke about being told that taking another job would be best for his career. He was given a "money back" guarantee by his mentor that he would be re-hired should the new position not work out. Finally, a primary subject reported that his mentor "told me to change jobs every three to four years. If you stay in a position too long, they forget about you."

In the way of encouragement, a primary subject in Organization C was told, "This is where you can make your mark . . . a national mark." A primary subject in Organization A was told that he had the ability to be president of the company. The three primary subjects holding the top-level position spoke about their mentors as

having raised their aspirations by telling them they had the potential to advance. Seven other primary subjects in all three organizations (two in organization, one in Organization B, and four in Organization C) reported they were encouraged by their mentors telling them that their careers were being carefully orchestrated through critical career experiences.

In addition to career assistance, primary subjects spoke about two other ways in which mentors gave assistance, being given the freedom to do their work and being sponsored. Ten primary subjects (three in Organization A, three in Organization B, and four in Organization C) spoke about the importance of being given the freedom to do their jobs without fear of retaliation if they failed. Primary subjects used phrases such as "freedom to run," "delegated to me," "tremendous delegator," and, "I threw out ideas . . . he let you run with them." In addition, primary subjects reported, "I never had to run and hide if I wasn't doing well. I never felt intimidated or had a fear," or "If I was stumbling or needed assistance, I felt comfortable in laying it all out to him and asking help."

In Organizations B and C, sponsorship was also mentioned as a factor in the relationships between primary subjects and persons named as mentors. In organization B,

all five primary subjects reported that their mentor sponsored them for advancement. In Organization C, all six primary subjects spoke about sponsorship as an essential ingredient in their advancement into mid and upper-level management. Primary subjects used phrases like, "He had to talk to somebody to put in a good word about me," "I'm very sure _____ said something to recommend me as _____." Another primary subject reported that his mentor recommended him for a job, inquired as to why he was not selected, and reported back that the organization had bigger plans for him, which materialized two months later. Yet another primary subject related that his identified mentor had sponsored him for a position, and that his boss told him "you know you've got a good sponsor in _____." Finally, another primary subject said, "This is how it works. . . . he (the mentor) doesn't have to be the selecting official . . . all he had to do is demonstrate an interest in somebody." (This subject reported that his career was stymied for 17 years until a mentor took notice and sponsored him.)

Six primary subjects (two in Organization A, one in Organization B, and three in Organization C) identified that their mentors provided critical feedback. Primary subjects used phrases like "_____ does it (provides critical feedback), and sometimes you feel good about it

and other times you are not so sure. . . . but I learned a lesson. One primary subject reported, "After I did something . . . I would say, 'how did I do?' and he would give me feedback. He would ask questions . . . it was a way of expanding my understanding of the situation. It would also correct my behavior, if I was wrong." Another primary subject said, "He would tell me if I screwed up," or "He always told you how he felt . . . it was always constructive."

The individuals at the highest level in Organizations A and C reported they received a variety of experiences, were enticed by their mentors to move up, and were given freedom to do their jobs. In Organization B, the individual at the highest level reported his mentors as being role-models, sponsors, and giving him freedom to do his job.

10. Would you categorize the mentoring relationship as critical/helpful/incidental to your career?

No primary subjects saw mentoring as a critical factor in their career advancement. One primary subject, however, stated that he would not be where he was today without his mentor. All saw it (mentoring) as helpful, and in particular, five primary subjects in Organization C reported that mentoring reduced the amount of time it took

for them to advance to their current positions. No primary subjects saw the relationship as incidental to their career advancement.

11. If you perceive the mentoring relationship as critical, what experiences were critical for your career advancement?

While primary subjects did not perceive mentoring as critical to their advancement, they did identify the most critical things their mentors did for them. Four primary subjects (two in Organization A and two in Organization B) felt being given freedom to do their jobs was the critical factor. Two primary subjects from Organization C reported that career counseling was the critical factor in their mentoring relationships.

Primary subjects who held top-level positions in each organization did not differ from the other primary subjects in reporting the critical things their mentors did for them. In Organizations A and B, the individuals holding the highest position saw freedom to do their jobs as the critical factor. In Organization C, the person at the highest level saw career counseling as the most important factor in his mentoring relationships.

12. What did you perceive your mentor's motives to be for being involved in the relationship?

The majority of primary subjects in Organizations A and B were unable to articulate their mentors' motives. "I don't really know," or "I'm not really sure," were the answers given.

In Organization A, out of four relationships identified, only one primary subject offered a motive for his mentor. He felt his mentor was motivated by being a "believer in people." In Organization B, 5 primary subjects (including the individual holding the top-level position) named a total of 15 mentors, but suggested motives in only 3 of the relationships. Each of these motives were related to the mentors' needs. One primary subject said that the identified mentor "needed someone to showcase." A second suggested that the motive of the identified mentor was "affirmative action, initially." The third primary subject suggested that his mentor was motivated by a need for someone with his (the primary subject's) skills and experiences.

The majority of primary subjects (including the person holding the top-level position) in Organization C identified motives of their mentors. They stated that their mentors' motives reflected an unselfish commitment to individuals and/or the organization. Primary subjects

reported: "He wanted to give me the benefit of his experience . . . wanted me not to make the same mistakes he had," "trying to fill the void and help me learn. . . . totally unselfish," and "He wanted to do the right thing by people." Other primary subjects offered, "He felt it was the way to manage," or "He was caring individual committed to the organization and developing people." One primary subject spoke only of the identified mentor's commitment to the organization and "getting the right person for the job."

13. What were your motives for being involved in the relationship?

All primary subjects found it difficult to discuss their own motives for being involved in a relationship with their mentor. Primary subjects reported, "I never really thought about it," "they will ill-defined," or "I had no motives."

No primary subjects spoke about career advancement as a motive, or of being aware of personal gains that could come from being involved in a relationship with their mentors. Six individuals who identified motives (one in Organization A, four in Organization B, and one in Organization C) all spoke about seeing their mentors as role models and wanting to learn from them. They reported

wanting to "emulate him," "learn from him," or "learn from his style."

Individuals holding the highest position in Organizations B and C both reported wanting to learn from their mentors. In Organization A, the person holding the highest position did not identify his motives.

14. What were your mentor's expectations for you and for the relationship?

All six primary subjects who named mentors in Organizations A and C reported that their mentors' expectation for them was "high performance." Primary subjects spoke of "doing the best job I could," or, "giving me the opportunity to do what I was capable of doing."

In Organization B, the four primary subjects who named mentors, spoke about it in terms of things that they provided the mentor. Primary subjects spoke about, "being his pulse in the community," "giving him open and honest feedback," "(being) a barometer within the organization," "(achieving) a reduced budget," and "trust . . . never betraying his trust."

15. What were your expectations?

No primary subject had expectations for advancement as a result of being involved in a mentoring relationship. The two primary subjects (including the person holding the

highest position) in Organization A reported their expectations were to be "treated fairly," and "rewarded for good performance." Further, one of them saw "recognition as more important than compensation." None of the primary subjects in Organization B identified their expectations. In Organization C, primary subjects (including the person holding the top-level position) reported an expectation of "good working conditions," "recognition for doing good work," and "reward(ed) for good performance."

16. How did the relationship evolve over time?

Twelve of the relationships (five in Organization B and seven in Organization C) were brief (less than 4 years) and did not evolve or change. The remaining 19 relationships were ongoing. In five of these relationships (two in Organization B and three in Organization C), primary subjects and their mentors were in daily contact. In 14 relationships (4 in Organization A, 5 in Organization B, and 5 in Organization C) primary subjects and their mentors were physically separated through job changes or retirement, but maintained contact. In all 14 of these relationships, the primary subject occasionally asked for advice.

The individual holding the top-level position in Organization A had ongoing, but infrequent contact with his

two mentors. In Organization B, the person holding the top-level position had maintained infrequent contact with only one of his mentors. In Organization C, the individual holding the top position had lost contact with all of his identified mentors.

17. How long did the relationship last?

Relationships between primary subjects and their mentors lasted 5 months to 24 years. The average relationship lasted 9.8 years. In Organization A, relationships had lasted from 15 to 24 years. In Organization B, relationships had lasted from one to 14 years. In Organization C, relationships lasted from 15 months to 24 years.

The individual holding the top position in Organization A reported 2 relationships that lasted 15 and 24 years respectively. In Organization B, the person holding the top position had 6 relationships that lasted from 2 to 10 years. In Organization C, the individual holding the top-level position had 6 relationships that lasted 15 months to 2 years.

18. What is the present status of the relationship?

Primary subjects reported that 15 of the 31 relationships (all 4 in Organization A, 5 in Organization B, and 6 in Organization C) were ongoing. In five of those

cases (two in Organization B and three in Organization C), the individual named as mentor was continuing to act in that capacity. In the remaining ten cases (three each in organizations A and B, and four in Organization C), the relationship was characterized as distant friendship or sponsorship.

The individual holding the top position in Organization A had ongoing relationships and infrequent contact with both persons named as mentors. In Organization B, the individual holding the top position had ongoing relationships with four of his six mentors, although the contacts were not frequent. In Organization C, the individual holding the top position had ended all six relationships with his identified mentors.

19. Where is your mentor now?

All primary subjects but one (in Organization B) knew where the mentor was at the time of data collection. That primary subject did not know where three of his four mentors were.

20. How did the relationship end?

Of the 31 mentoring relationships discussed by the primary subjects, 16 relationships had ended. Fifteen of the 16 relationships ended when one of the individuals moved or retired. In the other case (a primary subject

holding a second-ranking position in Organization C), the mentor had died. All relationships ended without disagreement between primary subjects and mentors.

21. What was the effect of this mentoring relationship on your career?

Clear patterns in the perceived effects of the mentoring relationships as viewed by the primary subjects at both levels, in all organizations, emerged from the data. If the relationship occurred at the outset of a career, primary subjects, regardless of organization or level of position, reported that their mentors provided career counseling or confidence building. They reported that their mentors gave them an awareness of career opportunities. Primary subjects stated that their mentors "fueled my appetite for what was available outside of my little arena (career choices)," "gave me better insight into things that were outside of my own area," and "affected my decision to go into_____."

Confidence building was also mentioned by nine primary subjects in all three organizations at all levels. According to the primary subjects, mentors accomplished this by, "giving me the quiet encouragement that I needed," or "providing some guidance and advice and encouragement that I needed to move up to the next level."

Once primary subjects in Organization C (but not in Organizations A or B) reached a mid-point in their careers, all of their mentors affected their careers by acting as sponsors. Several stated that their mentors "sponsored my advancement," "laid the groundwork for my being considered for the next level," or "assisted (me in) my next career move by bridging the next gap."

Two primary subjects (one from Organization A and one from Organization C), reported that their identified mentors "got me where I am today," and stated, "I wouldn't be here today if it weren't for my mentor." Five of the primary subjects reflected that they felt that they would have made it to the top of their organizations anyway, but made it more rapidly as the result of having had a mentor.

22. Did you socialize with your mentor?

In slightly over half (17) of the identified relationships, primary subjects reported that they did not socialize at all with their identified mentors. In Organization A, in three of the four relationships, primary subjects did not socialize with their mentor. Of the remaining 14 relationships, 2 primary subjects (1 in Organizations A and B) reported only socializing at business functions.

Of those who socialized, a variety of activities were reported. Primary subjects in each of the organizations socialized through sports activities and activities with their families. In two of the instances (one each in Organizations A and B) both individuals lived in the same neighborhood and carpooled to work. In one instance (in Organization C), the primary subject lived with the mentor for a short time. The only female primary subject reported that she never socialized with her mentor.

The individual in the top-level position in Organization A never socialized with his mentors. Individuals at the highest levels in Organizations B and C socialized with only one of their six mentors.

23. Is there anything else you would like to tell me about your mentor or the relationship?

In discussing 9 of 31 relationships (3 in Organization A, 4 in Organization C, and 2 in Organization C), primary subjects offered additional information about their identified mentors. All of the additional information related to the mentors' reputations. Positive comments included, "a legend," "nationally known," "a diplomat par excellence," "super boss . . . tough . . . he would deal with you," "people felt he had plain old horse sense," or "everybody loved him." Negative comments included, "a cold

individual," "unpopular . . . not liked, but wonderfully effective," and "strictly professional . . . rigid."

III. PRESENTATION AND ANALYSIS OF DATA

FROM SECONDARY SUBJECTS

1. Did you perceive your relationship with the primary subject to have been a mentoring relationship at the time it occurred? If not, do you now?

Slightly less than half (8) of the 17 secondary subjects (none from Organization A, 3 from Organization B and 5 from Organization C) agreed that the relationship with primary subjects could be identified as mentoring. None of the secondary subjects named as mentors by individuals at the highest levels of the three organizations agreed that the relationship could be characterized as mentoring.

2. If not, how would you describe the relationship?

Nine of the 17 secondary subjects (all 3 from Organization A, 1 from Organization B, and 5 from Organization C), did not agree with the primary subjects that the relationship could be categorized as mentoring. All nine of them perceived the relationship to be part of their jobs as supervisors or managers. The secondary subjects used phrases such as, "part of good supervision,"

"part of my job to do career counseling and management development," and "part of my job . . . I was responsible for him."

In two cases, the secondary subjects (one each from Organizations A and C) suggested that they had actually done little to advance the primary subjects' careers, but saw friendship as a better description of the relationships. The secondary subject from Organization B used the word "collegial" to describe the relationship and the secondary subject from Organization C used the words "nice personal relationship . . . friendship" to describe the relationship.

The three secondary subjects named as mentors by individuals holding the top-level position in Organizations A and C also characterized their role in developing those two individuals as part of good supervision. In Organization B, the secondary subject characterized the relationship as collegial.

3. How did the relationship begin?

In 16 of the 17 of the relationships between primary and secondary subjects, secondary subjects agreed with primary subjects that the relationships began when they identified the primary subjects as having potential and hired them or began to supervise them directly. In the

other case (in Organization B), the secondary subject and primary subject agreed about the character of the relationship (mentoring). However, each reported that the other person had initiated the relationship. The four secondary subjects named by individuals at the highest levels of all three organizations agreed that the relationship began when they identified the primary subjects as having potential.

4. What were your motives for mentoring or working with the protege?

In each of the eight relationships (none in A, three in B, and five in C; none with persons holding the highest position in the three organizations) where there was agreement between primary and secondary subject that it was a mentoring relationship, secondary subjects cited organizational and individual needs as their motives. In discussing four relationships in Organization B, secondary subjects identified pressures within their organizations that prompted their individual needs. One secondary subject indicated that he needed to have the primary subject succeed because his reputation had been harmed by the lack of success of a person he had hired previously. In another, he had a specific need that prompted him to take a risk and hire the primary subject, knowing that the

primary subject had little direct experience in that particular arena. When he began to receive pressure to replace the primary subject, he took additional risks, intensified his relationship, and worked closely with the primary subject to ensure his resulting success. In another instance the primary subject had "inherited" financial difficulties in his new job as president and strongly needed his protege to "turn those problems around." In yet another case, the secondary subject was initially reacting to affirmative action pressures he was encountering in his organization.

In Organization C, all five secondary subjects who agreed that the relationship could be categorized as mentoring expressed an organizational need as a motive for mentoring. Secondary subjects offered, "(he) had the management style I needed," "(he) had a different perspective that met the needs of the organization," "I wanted to ensure the organization had a surplus of people to put in jobs," or "I needed someone like _____ who was progressive." One secondary subject also expressed an individual need for "someone he could trust."

In the nine instances where primary and secondary subjects disagreed about whether or not the relationship was mentoring (three in Organization A, one in B, and five in C, including the individuals at the highest levels of

the organizations), seven said that developing people was part of their jobs, and a good thing. The other two (and three of the aforementioned seven) said that developing employees was an expression of their own personal management philosophies. Secondary subjects used phrases about themselves, like, "loved to develop people" developing employees is an "intrinsic reward," or felt good about "creating a climate for growth."

5. What do you perceive the motives of the primary subject to have been?

While no primary subject identified career advancement as a motive for the mentoring relationship, secondary subjects reported being acutely aware of the primary subjects' ambition to advance as a motive in 13 of the 17 relationships (2 in A, 3 in B, and 8 in C). They also perceived the primary subjects to be dedicated, capable, and enthusiastic about learning.

In the remaining four relationships (one in A, one in B, and two in C, including the individuals at the highest levels of Organizations A and C), secondary subjects responded that they did not know what the primary subjects' motives were. The four primary subjects had reported they wanted "to learn from their mentor."

6. What criteria did you use in selecting the primary subject?

All 17 secondary subjects named a variety of criteria used in selecting individuals they supervised and developed. Thirteen secondary subjects identified capability, eight subjects identified commitment, five identified personality, four identified energy, and three identified integrity. The criteria did not vary among organizations or in terms of whether or not the secondary subjects agreed that it was a mentoring relationship.

The secondary subject named as mentor by the individual holding the highest position in Organization A identified capability, commitment, and integrity as the criteria used. In Organization C, one secondary subject identified personality, commitment, and energy as the criteria he used. The remaining secondary subjects named as mentors by individuals holding the highest position in Organizations B and C did not identify criteria used in selecting the primary subject.

7. At what stage of your career did the relationship occur (position, title, age)?

The 17 identified relationships between primary and secondary subjects occurred throughout the secondary subjects' careers. All 17 secondary subjects were in their

forties or fifties when they began their relationships with primary subjects. In every relationship but one, the secondary subject held a management position, and was or later became the direct supervisor of the primary subject. In the remaining relationship, the secondary subject was two levels above the primary subject.

8. What were your expectations for the primary subject?

Initially, all 17 secondary subjects reported that their expectations of the primary subject were, to "do a good job" and "work hard." In addition, in six of the relationships (one in Organization A, four in organization B, and one in organization C), secondary subjects articulated that they expected the individuals they mentored or supervised to reach the highest levels of the organizations. Expectations of the secondary subjects did not differ between relationships identified as mentoring and relationships identified by the secondary subjects as part of good supervision.

Secondary subjects named as mentors by individuals holding the highest positions (one each in Organizations A and C) reported that they expected the primary subject to advance into top management. The remaining two secondary

subjects did not identify their ultimate expectations for the primary subjects in Organizations B and C.

9. What do you perceive the expectations of the primary subject to have been?

Fourteen secondary subjects answered the question in two distinct ways. Nine secondary subjects (from all three organizations) perceived the expectation of the primary subject to have been career advancement. None of the primary subjects had identified that as an expectation. Five secondary subjects (from all three organizations) answered in terms of the relationship. They felt that the primary subjects intended to do a good job and expected the secondary subjects to teach, reassure, and support them in their efforts. Six primary subjects (including the three at the highest levels) agreed that the mentors' expectations were related to good performance. The remaining three secondary subjects were unable to articulate the primary subjects' expectations.

One of the fourteen secondary subjects (named as mentor by the individual at the highest level of Organization C) identified the primary subject's motives as advancement, as well as doing a good job. The other three did not identify the primary subjects' expectations for themselves.

10. What experiences did you provide for the primary subject?

As with the primary subjects, secondary subjects had difficulty in articulating experiences they provided. They spoke about what they had done to develop the primary subjects' careers rather than about the experiences they provided. Sixteen of the 17 secondary subjects identified a variety of things they had provided for primary subjects. Seven secondary subjects (from all three organizations) perceived they provided critical feedback for the primary subjects to work on deficiencies and build confidence. Five secondary subjects (from all three organizations) reported they had provided exposure for the primary subjects. Four secondary subjects (from all three organizations) reported they had provided sponsorship of the primary subject. Four secondary subjects (from all three organizations) perceived they had shared information, including the informal and political structure of the organization. Two secondary subjects (from Organizations A and C) perceived they had provided freedom to do the job and grow. One secondary subject (from Organization A) perceived he had provided career counseling.

Primary subjects had also reported that secondary subjects provided career counseling, information about organizational politics, freedom to do work, and

sponsorship. Primary subjects did not identify the provision of critical feedback and exposure to others. Secondary subjects did not recognize their roles as models for the primary subjects.

Individuals identified as secondary subjects by persons holding the highest positions in Organizations A and C reported that they both provided freedom to do the job and to grow. The remaining two secondary subjects of persons holding the highest position in Organization B and C did not identify anything that they had done for the primary subjects.

11. Which of the experiences were critical for the primary subject?

Eight secondary subjects did not identify any experiences as critical. Nine of the 17 secondary subjects (from all 3 organizations) named a variety of experiences they perceived as critical. Five of the nine (from all three organizations) perceived feedback to alter deficiencies in communication and "people skills" as critical experiences for primary subjects. One of them (from Organization C) referred to his assistance as "charm school." Another referred to it as altering "relationships with peers and individuals in other levels of management."

A third spoke about improving both the primary subject's written and oral communication.

Exposure through networks and assignments to others who could facilitate the primary subjects' advancement was named as a critical experience by two secondary subjects (in Organizations B and C). The secondary subjects spoke about "opening a few doors," "supporting him in the informal structure," "calling_____ three times to tell him it would be a mistake if he did not hire_____." Finally, two secondary subjects (from Organization C) perceived a critical experience as sharing information about the organization. Secondary subjects used phrases such as, "educated him about the organization," "shared experiences so he wouldn't have to go down some dark alleys (as I did)," or "discussed politics and power structure." Primary and secondary subjects identified different experiences as critical except for career counseling, which they both identified as critical.

Only one secondary subject of the individual holding the top-level position (from Organization A) identified a critical experience he provided the primary subject. That experience was constructive feedback to develop communication skills.

12. How did the relationship evolve? Describe how it may have grown or changed?

The 17 secondary subjects responded to this question in one of three ways. If the relationships had ended (2 of 16), secondary subjects (one each in Organizations B and C) reported there had been no change over the course of the relationship. If the relationships were ongoing but the two parties involved were separated through a change in position or retirement (9 of 16), the relationships had evolved into friendship or infrequent contact. These secondary subjects, from all three organizations, reported that the relationship had progressed from professional to friendship. Two of them (one each from Organizations B and C) reported that their contact was less, but that infrequent contact was maintained. These two secondary subjects also reported that the primary subjects still called for advice. If the relationships were ongoing, and primary and secondary subjects were still in the same location with almost daily contact (5 of the 16), they said it had changed little or not at all. Three secondary subjects (two in Organization C and one in Organization B) reported that the relationship had not changed. In the three cases (in Organizations A and C) where the secondary subjects, identified a change in the relationship, they expressed increased confidence in or respect for the

primary subjects. In the remaining incidence (in Organization C) the secondary subject could not remember the relationship that clearly.

There was complete agreement between primary and secondary subjects about changes in their relationships. Of the four secondary subjects who were identified as mentors by individuals holding the top-level positions, only the secondary subject in Organization A felt the relationship had grown into friendship. Two (one in Organization B and one in Organization C) reported no change in the relationship. The fourth (in Organization C) did not remember the relationship and did not reflect upon any change.

13. Did you socialize with the protege? If so, what social activities were included?

Sixteen of the 17 secondary subjects responded to this question. Twelve secondary subjects (one in Organization A, four in Organization B, and seven in Organization C) reported they had socialized with the primary subjects. In eight of those relationships (one in Organization A and two in Organization B), social activities included family get-togethers and sports activities. In four of these relationships (two each in Organizations B and C)

socializing with primary subjects had been limited to business activities.

Four of the 17 secondary subjects (2 each in Organizations A and C) reported that they had not socialized with the primary subjects. Of these, one secondary subject reported that the primary subject was a loner. Another suggested that he was, "interested in people, not socializing." A third felt strongly that socializing with employees was negative, "NO! It causes problems." Primary and secondary subjects agreed about whether socializing had taken place, and if it had, whether or not it was limited to business activities.

The secondary subject named by the individual in the highest position in Organization C reported that he had socialized with the primary subject. The remaining two (in Organizations A and C) responded that they had not socialized with the primary subjects. The secondary subject identified by the individual in the top-level position in Organization B did not respond to this question.

14. How long did the relationship last?

Sixteen of the 17 secondary subjects reported that their relationship with primary subjects lasted from 1.5 years to 40 years. One secondary subject (from

Organization C), who reported the relationship as ended, did not remember how long it had lasted. The average length of the relationships between primary and secondary subjects was reported to be 15.4 years (30 years in Organization A, 10 years in Organization B, and 8 years in Organization C). Primary and secondary subjects agreed about the length of the relationship.

Only two secondary subjects involved in relationships with individuals holding the top-level positions reported the length of the relationship. In Organization A, the secondary subject reported the relationship had lasted between 20 and 25 years. In Organization C, one secondary subject reported the relationship had lasted three years.

15. What is the present status of the relationship?

There was complete agreement between primary and secondary subjects about the status of the relationships. As with primary subjects, secondary subjects reported that 14 of the 17 relationship (in all three organizations) were ongoing. In ten of the cases, primary and secondary subjects were in different geographical locations at the time of data collection, and reported that the relationship was now distant, but continuing. Secondary subjects used phrases like, "on maintenance," "don't see him as much . . . I miss him," or "we talk occasionally . . . he

still calls for advice." Of the remaining five relationships reported as ongoing, secondary subjects reported that the primary subjects were under their supervision and they maintained almost daily contact.

Three relationships (at the highest levels of Organizations B and C) were identified as ended. Only one individual at the highest level (in Organization A) had an ongoing relationship with a secondary subject.

16. How did the relationship end, if applicable?

There was agreement between primary and secondary subjects about whether or not the relationship had ended. Only three pairs of subjects reported that the relationship had ended. These relationships were with primary subjects at the highest levels of Organizations B and C. They reported that the relationships had ended when the primary subjects left their direct supervision. None of these relationships were considered mentoring by the secondary subjects.

17. What is your perception about the role you played in the advancement of the primary subject's career?

Secondary subjects were hesitant to categorize their effect on primary subjects' career advancement. However, primary and secondary subjects all agreed that the

relationships were not critical to the primary subjects' advancement. Two secondary subjects (from Organization C) saw the relationship as significant for career advancement, two (from Organization C) answered "not much," and one from (Organization C) reported he did not know.

Eleven secondary subjects (from all three organizations) recapped the type of assistance they had given rather than reporting on the effect of that assistance. Five secondary subjects saw their role in advancing the primary subjects' careers as exposure and sponsorship. Three reported giving the primary subjects the opportunity to grow. Two reflected on the importance of image-building, and one saw the effect in terms of the decreasing the amount of time it took the primary subject to reach his current position. Of the four relationships identified as mentoring by persons holding the top-level positions, not one secondary subject reflected on the overall effect of the relationship on the primary subjects' career advancement.

18. Anything else?

Ten of the secondary subjects from all three organizations offered no additional information. Seven secondary subjects offered additional information. Three secondary subjects (two from Organization A and one from

Organization C) reflected on the overall value of mentoring, seeing it as important for organizations and themselves. A secondary subject from Organization A reflected, "Working with people like _____ was the highlight of my career." Another offered, "Mentoring is important in any large organizations." Two secondary subjects reported additional information about social activities. One of them (from Organization B) reflected that the primary subject had "exposed me to the delights of sailing." Two secondary subjects offered additional information about the individuals who identified them as mentors. One (from Organization A) predicted, "He's not yet reached his potential." The other (from Organization C), reported that the primary subject, "showed leadership abilities as early as high school."

19. What is there about your organization that either encourages or discourages mentoring?

Answers secondary subjects gave to this question varied widely by organization, but not in terms of the level of the individual who named the secondary subject. In Organization A, secondary subjects did not identify any factors that encouraged mentoring, but did offer factors that discouraged mentoring: the large age gap between

people in the organization and that things moved too fast and people were too busy to be involved in mentoring.

The secondary subjects (from Organization B) reported factors that both encouraged and discouraged mentoring. One secondary subject saw the movement of colleges and universities away from competition and toward collaboration as a factor that encouraged mentoring. When asked about a formal internship sponsored by the American Council on Education, he saw it as a means of encouraging mentoring. In the way of discouraging factors, the same secondary subject reflected that although the structure of higher education "lends itself naturally to mentoring," the promotion process through the professorial ranks promoted self-interest, and "gets in the way" of mentoring. In addition, he felt that the personality characteristics which "make people even think about becoming professors . . . get in the way of mentoring." Another secondary subject echoed the idea that promotion procedures discouraged mentoring by observing that "Everything (the criteria for promotion) has to be quantified," and as a result, there is no recognition for mentoring. Lack of time was identified by two of the secondary subjects (in Organization B) as a discouraging factor. One of them explained that his immediate staff was so small that there was very limited opportunity to mentor without selecting

someone removed from his daily contact. He felt that time prohibited the chances that mentoring would occur.

Of the ten secondary subjects in Organization C, two identified a single factor that encouraged mentoring. They both saw the quality of people in the organization as an encouraging factor. The remaining eight did not identify factors that either encouraged or discouraged mentoring. One of them said, "I don't think the organization encourages or discourages mentoring." Another remarked that, "the organization talks mentoring a lot, but I don't know how much is really going on."

20. In your organization, what procedure is used for promoting managers?

In Organization A (business and industry), both secondary subjects reported that the organization required regular succession-planning to identify talents and orchestrate experiences to prepare people to advance in the organization. Most often, individuals did not apply for positions, but were asked to take positions offered by management.

In Organization B (higher education), three secondary subjects reported that individuals applied, or were asked to apply for advertised positions. A search committee was then assigned the task of reviewing candidates and making

recommendations to the chancellor or president, who made the final decision.

In Organization C (government), secondary subjects reported that positions were advertised nationally or regionally. Candidates applied, or were asked to apply, and were interviewed by a panel of managers. All managers were required to do yearly plans about the locations and positions for which they might want to be considered, should those become available. For upper-level positions, there was a national screening panel which selected candidates to be sent for executive development training.

In moving into the highest levels of Organization C, secondary subjects reported that, theoretically, the same process of yearly development plans and interview panels was required and used for hiring potential applicants. Secondary subjects reported that, in reality, individuals were often pre-selected despite the process in place. In one instance, it was reported that subsequent interviews were canceled after only one candidate had been interviewed, and hired. In other instances, individuals were offered positions without interview panels.

CHAPTER V

REPORT AND DISCUSSION OF THE FINDINGS

I. INTRODUCTION

The purpose of the study was to determine if individuals at the highest levels of organizations perceived they had been mentored, and if so, what effect the mentoring had on their career advancement. The study examined mentoring both from the perspective of individuals holding top-level positions in three types of organizations and the persons they identified as their mentors.

This chapter presents a report and discussion of the research findings. Organization of this chapter is based upon the study's three research questions.

II. REPORT OF THE FINDINGS

Research Question 1. Do individuals at the highest levels of organizations perceive they were mentored as they advanced in their careers; and if they were mentored, what was the perceived effect on their career advancement?

1. Twelve of the 15 individuals who held positions at the highest levels of organizations (primary subjects) perceived that they had been mentored as they advanced in their careers. Primary subjects in Organization A

(business and industry) identified a total of 8 mentoring relationships; primary subjects in Organization B (higher education) identified 15; and primary subjects in Organization C (government) identified 20.

2. Primary subjects perceived mentoring to be helpful to their career advancement. They felt that mentoring reduced the amount of time it took them to reach the highest levels of organizations.

3. None of the primary subjects perceived the mentoring relationships they identified to have been critical to their career advancement.

4. Primary subjects who reported being mentored, perceived that they were mentored at all stages of their careers, from initial hiring to their present positions.

5. At the beginning of their relationships, two-thirds of the primary subjects identified their supervisors as mentors. One-third of the primary subjects identified their mentors as holding positions from one to two levels above them.

6. Primary subjects felt that the relationships with their mentors had "just happened," rather than feeling that one person had initiated the relationship.

7. No primary subject reported that he/she saw career advancement as a motive for involvement in the

relationship. The reported motive was to learn as much as possible and do a good job.

8. Primary subjects were unsure of their identified mentors' motives for involvement in the relationship.

9. Primary subjects reported that they expected their mentors to provide them with the support to do the best job they could and to recognize them for that effort.

10. Primary subjects from all three organizations named a variety of things that their mentors provided for them. They identified career counseling and freedom to do their jobs and make decisions as the most critical of these. Primary subjects also reported other, less critical, things provided by their mentors including being role models, giving encouragement, being taught about politics and the power structure of the organizations, and sponsorship.

11. Primary subjects described the things their mentors did for them in different ways according to the stage of their career at the time of the relationship. In the initial stages, their mentors affected their career by providing career counseling and confidence building. From mid-career on, their mentors acted as sponsors in advancing them to the next level.

12. Primary subjects were almost equally divided between those that socialized with their mentors and those that did not.

13. Half of the relationships identified as mentoring had ended, and half were ongoing. If the relationships had ended, they ended when the primary subjects left the direct supervision of the individuals they identified as mentor. No relationship ended in disagreement or conflict. The relationships were ongoing with frequent contact if the mentors remained direct supervisors. The relationship changed to distant friendship or sponsorship if one of the parties involved had retired or had taken another position in a different location.

Research Question 2. Do the perceptions of individuals named as mentors match those of top-level executives?

1. Slightly less than half of the individuals identified as mentors agreed with primary subjects that the relationship could be categorized as mentoring. Instead, they identified the relationship as part of their job as supervisors. Three individuals felt the relationships could better be characterized as friendship.

2. While primary subjects reported that mentoring relationships "just happened," secondary subjects reported

that in 16 of the 17 cases, the relationship began when the individuals identified as mentors recognized the primary subjects as having potential and hired them or began to supervise them directly. In the other case, both primary and secondary subject felt the other had initiated the relationship they both identified as mentoring.

3. Individuals identified as mentors in all three organizations reported that their own needs or those that were prompted by organizational needs motivated them in their relationships with primary subjects. This did not vary according to whether or not the secondary subject agreed that the relationship could be categorized as mentoring. However, only primary subjects in Organization B recognized that their mentors had their own motives in the relationship. The remaining primary subjects either did not identify motives for their mentors or reported the mentors were motivated by the primary subjects' needs.

4. Secondary subjects identified as mentors agreed with primary subjects that the primary subjects' motives were to do a good job. Secondary subjects, however, also identified primary subjects' ambition to advance as a motive, while primary subjects did not.

5. Secondary subjects named as mentors identified a variety of criteria they used in establishing relationships

with primary subjects. These criteria included capability, commitment, personality, energy, and integrity.

6. Primary and secondary subjects both saw hard work and doing a good job as an expectation of primary subjects. In addition, primary subjects expected to be given support to do that good job. Secondary subjects added career advancement as an expectation of primary subjects. One-third of the secondary subjects reported they expected the primary subjects to advance to the highest levels of the organization.

7. Primary and secondary subjects agreed about the things secondary subjects provided, but disagreed about which were critical. Primary subjects reported career counseling and encouragement as critical factors. Secondary subjects identified shared information (about the political and power structure of organizations), critical feedback to alter deficiencies, and exposure to others as critical.

8. Primary and secondary subjects were in agreement about whether socializing was a factor in their relationships. Five pairs of primary and secondary subjects agreed that they did not socialize. Twelve pairs of primary and secondary subjects agreed that they did socialize. Four of these 12 pairs only socialized at business affairs. The

remaining eight pairs also socialized personally with family or in sporting activities.

9. All primary and secondary subjects agreed about the status of their relationships. In 15 of the relationships primary and secondary subjects agreed that the relationship was ongoing. Of the remaining two relationships, there was agreement between primary and secondary subjects that the relationship had ended.

10. Secondary subjects were hesitant to categorize the effect of the relationship on the primary subjects' careers. There was agreement between primary and secondary subjects that the relationship was not critical to the primary subjects' career advancement.

Research Question 3. Does mentoring occur in all three organizations, does it occur in the same way, and with similar results?

1. Mentoring occurred in all three organizations, but was reported to occur less frequently in Organization A (business and industry) than in Organizations B (higher education) and C (government). Only two of the four primary subjects in Organization A identified a total of eight mentoring relationships. In Organization B, 4 of the 5 primary subjects discussed a total of 15 mentoring

relationships. In Organization C, all 6 primary subjects identified a total of 20 mentoring relationships.

2. Primary and secondary subjects' perceptions of the relationships varied widely by organization. In Organization A, there was complete disagreement between primary and secondary subjects that their relationships could be categorized as mentoring. In Organization B, with one exception, there was complete agreement between primary and secondary subjects. In Organization C, there was agreement between approximately half of the primary and secondary subjects that the relationship could be characterized as mentoring. For the other half, primary subjects saw it as mentoring, but secondary subjects characterized the relationship as part of good supervision and/or friendship.

3. Across the three types of organizations, secondary subjects, regardless of how they characterized the relationship, reported similar things they had provided for primary subjects.

4. Relationships in all three types of organizations, regardless of how they were characterized, were not perceived as critical for career advancement by primary or secondary subjects.

5. Promotion processes varied by organization. In Organization A, regular succession planning was a part of

the top-level managers' responsibilities. Primary subjects were usually approached about taking new positions, rather than applying for them. As a result, primary and secondary subjects suggested that individuals who wanted to advance had little control over their next position. In contrast, in both Organizations B and C, individuals usually sought positions rather than being asked to take them. In these organizations, individuals applied or were asked to apply for positions. As a result, primary and secondary subjects perceived that individuals had some control over their next position. However, even here subjects reported that the decision was sometimes made before the hiring process was complete.

6. Secondary subjects in the three different types of organizations differed in their perception of whether or not the organization encouraged or discouraged mentoring. Secondary subjects in Organization A identified two factors that discouraged mentoring: a wide age gap between individuals in the organization and a lack of time to devote to mentoring. Secondary subjects (in Organization B) identified two factors that encouraged mentoring: a trend toward more collaboration and away from competition among colleges and universities, and internships as a formal means of encouraging mentoring. They also identified three factors which discouraged mentoring:

promotion procedures used in the professorial ranks promoted self-interest and discouraged activities, like mentoring, that could not be quantified; the personalities of professors, which discouraged mentoring from occurring, and lack of time. Two secondary subjects in Organization C identified a factor that encouraged mentoring: the quality of people in the organization. The remaining subjects could not identify factors that either encouraged or discouraged mentoring. They viewed it as an individual thing.

III. DISCUSSION OF THE FINDINGS

Several issues emerged from the study that warrant further discussion. These include: (1) How is mentoring defined, (2) What characterizes mentoring, (3) What distinguishes mentoring from non-mentoring, (4) What kinds of career assistance have been given to individuals who advanced to positions at the highest levels of organizations, (5) Do varying promotion practices among organizations have different effects on mentoring, and (6) Do superordinates' philosophies about developing individuals influence the types of mentoring they provide?

What Characterizes Mentoring?

In contrast to the way other researchers have characterized mentoring, the results of this study suggested that mentoring is not characterized by roles, as reported by Levinson (1978), or by power (Missirian, 1980). Rather, mentoring is characterized by the activities provided by the individuals identified as mentors.

Both primary and secondary subjects distinguished among relationships in terms of what the mentor actually provided for them, as opposed to any specific label which described the mentor or the results of the relationship. By understanding mentoring in terms of activities, one can distinguish mentoring from other kinds of career assistance.

How is Mentoring Defined?

One of the problems identified in the existing research was a lack of a common definition of mentoring. In some studies, mentoring was not defined for the subjects. In others, different definitions were given. Both resulted in subjects reporting a variety of relationships, some having little or nothing to do with careers. To address the problem, this study defined mentoring in terms of career advancement. As a result, the data collected were limited to relationships that occurred

in career settings. Even with this definition, however, primary subjects viewed the relationships as mentoring, but secondary subjects had their own view of whether or not the identified relationship could be viewed as mentoring.

What Distinguishes Mentoring from Non-Mentoring?

The results of the study indicated that all of the primary subjects received career assistance, some of which was mentoring and some of which was not. The assistance they received in each of the paired relationships could be categorized developmentally, from unintentional career assistance on one end (Level I) through three additional levels to intentional career advancement mentoring (Level IV) at the other end.

In Level I, superordinates gave unintentional career assistance by passively acting as role models for the subordinates. One of the seventeen paired relationships in the study could be characterized in this way. Level I assistance is not mentoring.

In Level II, superordinates served as role models, plus gave intentional, passive career assistance to subordinates by providing freedom to do assignments and to make decisions. At this level, the subordinates were allowed to succeed or fail without the active involvement of the superordinate. Eight of the seventeen paired

relationships in the study could be characterized in this way. Level II assistance is not mentoring.

In Level III, superordinates provided Level I and Level II assistance. And, in addition, the superordinates were intentionally active in providing a variety of other assistance including career counseling, confidence building, critical feedback, refining interpersonal and communication skills, and orchestrated experiences. Four of the paired relationships in this study could be characterized in this way. Level III is mentoring, career development mentoring.

In Level IV, superordinates provided assistance at levels I, II, and III. And, in addition, they intentionally and actively provided exposure to others who could assist subordinates' careers and sponsored them for advancement to higher level positions. Five of the paired relationships in this study could be characterized in this way. Level IV assistance is mentoring, career advancement mentoring.

This way of looking at career assistance allowed for the categorization of all of the relationships found. It distinguished between those which were and were not mentoring and provided a model for distinguishing types of career assistance. This model, "The Developmental Model for Career Relationships," is presented in Figure 3. This

NON-MENTORING		MENTORING	
LEVEL	I Unintentional Career Assistance	II Intentional Passive Career Assistance	III Intentional Career Development Mentoring
ACTIVITIES	role model	role model	role model
		freedom to do assignments freedom to make decisions	freedom to do assignments freedom to make decisions
		career counseling confidence building critical feedback refining inter-personal and communication skills orchestrated experiences	career counseling confidence building critical feedback refining inter-personal and communication skills orchestrated experiences
			exposure to others sponsorship

Figure 3. The development model for career relationships.

model can be used to categorize career relationships that occur in organizations.

What Kinds of Career Assistance have been given to
Individuals Who Advance to Positions at the Highest Levels
of Organizations?

Contrary to what one might have expected, given previous research and writing, the individuals holding the highest position in each organization had not received career advancement mentoring (Level IV). Rather they had received career assistance at Levels I, II, or III. (See Figure 3.)

While Level IV assistance was not experienced by the individuals holding the highest position in each organization, there was a positive relationship between the amount of career assistance received and the level of position held. Individuals holding the highest position in the three organizations each identified six persons that gave them career assistance. In each case, six was the highest number reported in the organization. Further, the next highest number was reported by the individual who was identified in each organization as the most likely to advance to the highest level in that organization. The reverse was also true; that is, the individual who identified the least number of mentors in each organization

was also identified as the person least likely to advance to the highest level in that organization.

Do Varying Promotion Practices among Organizations
have Differing Effects on Individuals' Perceptions about
Mentoring?

The way in which individuals advanced varied by organization, and the promotion practices of the organizations may have subtly influenced how the relationships were perceived by the primary and secondary subjects. In Organization A, where there was succession planning, there was complete disagreement between primary and secondary subjects about whether the relationships were mentoring. In Organization C, where individuals did their own development plans, and recommendations for hiring came from a committee, there was approximately 50% agreement that the relationships could be characterized as mentoring. In Organization B, where there was no succession or individual development planning, but recommendations for hiring came from a committee, there was almost complete agreement that the relationships could be characterized as mentoring.

Do Superordinates' Philosophies about Developing
Individuals Influence the Types of Mentoring They Provide?

In the literature, mentoring tends to be associated with a special relationship between two individuals that can be described as close, personal, almost paternal. In this relationship, the mentor takes an active role in developing and advancing the protege. This is what Levinson (1978) wrote about as the ideal mentor, what Missirian (1980) wrote about as the true mentor, and what Phillips (1977) wrote about as the primary mentor. Of the 43 identified relationships, only five (one in Organization A, two in Organization B, and two in Organization C) appeared to match this ideal. The five mentors in this group all spoke about their commitment to individuals and to the organization and expressed their joy in seeing other individuals advance. Their focus was on developing people for the organization, as many as warranted it, and saw providing assistance as part of the work of a good supervisor.

This philosophical orientation to the development of people affected the frequency and manner in which they gave career assistance. And each of them provided Level IV mentoring (career advancement mentoring).

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

I. INTRODUCTION

The purpose of this study was to determine if individuals at the highest levels of organizations perceived they had been mentored, and if so, what effect the mentor had on their career advancement. The study examined mentoring from the perspective of individuals holding top-level positions in three types of organizations and the persons they identified as their mentors.

The review of literature supported the view that while many individuals perceived mentoring to be critical to advancement to the highest levels, little evidence existed to support or refute this assumption. Several critical issues emerged from the review of literature and research on mentoring, including:

1. No common definition of mentoring had been used to study mentoring, resulting in an inability to compare the results of mentoring research, or to be sure that all subjects within a study were discussing the same type of relationship.

2. Few studies existed which examined mentoring from the perspective of individuals who had "made it to the top" of organizations.

3. The research was virtually silent about the perceived effect of mentoring from the perspectives of individuals who had helped individuals advance to the highest levels of organizations.

4. Very little research existed that examined mentoring by organizational type.

This study sought to overcome the problems identified in the review of literature by giving the subjects a definition of mentoring, by examining mentoring from the perspective of individuals at the highest levels and those they perceived to have mentored them, and by focusing on mentoring in three types of organizations (business and industry, higher education, and government).

This chapter presents conclusions of the study, implications of the study, and recommendations for future research.

II. CONCLUSIONS OF THE STUDY

1. The results of this study suggest that not everyone who makes it to the top does have a mentor, as defined in this study. Rather, individuals at the highest

levels of organizations have a number of individuals along the way who give them career assistance.

2. The results of this study suggest that individuals advancing to the highest levels of organizations receive assistance from a variety of individuals, rather than from an individual who represents the ideal vision of a mentor as described by Levinson (1978), Missirian (1980), Phillips (1977), and others.

3. The close personal relationship described by Levinson (1978), Missirian (1980), Phillips (1977), and others may be rare. Where it does exist, mentoring may well be predicated on the mentor's commitment to a philosophy about developing people, not about developing a particular individual.

4. Four types of career assistance appear to be given by superordinates. These four types of career assistance can be arrayed on a developmental continuum which distinguishes mentoring from non-mentoring and identifies the kinds of activities within each level. (See Figure 3, page 114.) Unintentional career assistance constitutes the most basic level, Level I. Intentional passive career assistance constitutes Level II. Neither of these is mentoring. Levels III and IV are mentoring. Intentional active career development mentoring occurs at Level III.

And, intentional, active career advancement mentoring occurs at Level IV.

5. Socializing outside of business does not appear to be an essential ingredient for advancement.

III. IMPLICATIONS OF THE STUDY

The findings and conclusions of the study have implications for organizations as they seek to promote talented individuals and for individuals who aspire to reach the highest levels of organizations. This section details these implications.

Implications for Organizations

Currently there is a trend toward arranging or nurturing mentoring in organizations. As such, it is important for organizations to look carefully at what they want to accomplish (the kinds of assistance they want to provide.) "The Developmental Model for Career Relationships" can be used by organizations to characterize existing relationships to determine what kinds of relationships occur in their organization. The organization can then make decisions about the kind of relationships they wish to encourage.

If it is the ideal mentoring relationship that organizations desire, it is necessary to create a climate

that focuses on the development of people, not merely providing activities associated with that level of mentoring. In addition, organizations must provide a reward system as part of that climate to encourage individuals to invest their time in mentoring relationships.

If it is not the ideal relationship that organizations wish to provide, but rather specific activities to develop individuals, the model may be used to identify the types of activities and levels of assistance that are requisite. Using the model, managers can make conscious decisions about how to develop subordinates and then determine what activities are appropriate for the types of mentoring or career assistance desired. As with the ideal relationship, the organization must provide a reward system to encourage individuals to invest their time in assisting subordinates.

Implications for Individuals Aspiring to Advance in Organizations.

The review of literature revealed that much of the interest in mentoring had been generated by women and minorities as they sought to obtain positions from which they had previously been excluded. The research reported that women and minorities received less mentoring than white males. And, in addition, there was the suggestion

that mentoring relationships experienced by women and minorities were subjected to intense scrutiny and negatively affected the careers of both the mentor and protege. The results of this study suggest that seeking the intense, ideal vision of a mentoring relationship, with close personal socializing is not necessary. Rather, women and minorities, as well as white males, might be better served to seek a variety of career assistance from a number of individuals.

Regardless of the race or gender of individuals aspiring to reach the highest levels of organizations, "The Developmental Model for Career Relationships" can be of assistance in evaluating the kinds of relationships they have experienced. In addition, aspiring individuals will have information about relationships they may want to seek from a variety of superordinates.

IV. RECOMMENDATIONS FOR FUTURE RESEARCH

Currently, little information exists to determine how individuals advance to the highest levels of organizations. This study explored whether or not mentoring played a critical role in the career advancement of individuals who reached the top-levels of three types of organizations. As a result of the findings and conclusions of this study, the following recommendations are made for future research:

1. Research is needed to test "The Developmental Model for Career Relationships" that emerged from this study. Does it accurately describe what mentoring is and how it differs from other types of career assistance?

2. Further research is needed using the same definition of mentoring as used in this study to allow for the comparison of results.

3. Research is needed to replicate this study using other organizations of similar type to determine if similar results are obtained.

4. Research is needed to examine mentoring in the fourth type organization (mutual benefit) to determine if similar results are obtained.

5. Research is needed to test the conclusion that socializing and close personal relationships are not necessary for career advancement.

6. Research is needed to examine the effect of promotion practices on the frequency of mentoring.

7. Research is needed to compare assistance received by persons who have advanced to the highest levels of organizations and those who have not.

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APPENDICES

APPENDIX A

PRIMARY SUBJECT INTERVIEW PROTOCOL

PRIMARY SUBJECT INTERVIEW PROTOCOL

Subject _____ Date _____
 Organization _____
 Address _____ Mentor No. _____

 _____ Phone number _____

Interview begins by informing the subject about the purpose of the interview. Each subject is asked to discuss any persons who have influenced their career advancement by assuming the role of mentor as defined by the researcher.

1. Please describe your career path.	
2. Is this career path typical? Atypical?	
3. Was there a person/persons who assumed the role of mentor for you and facilitated your career advancement?	
4. If subject says no, probe. If no mentoring was received how did you broker your? career advancement?	

If subject has had a mentor, ask the following questions. Repeat questions 5-24 for each additional mentor named.

5. At what point in your career did this relationship occur? (title/position/age of subject)

6. Please give me the name/title/position/age of your mentor at the time of the relationship.

7. Was the mentor inside/outside your organization?

8. How did the mentoring relationship begin?

9. What experiences were provided for you by your mentor?

10. Would you categorize the mentoring relationship as critical/helpful/incidental to your career advancement?

11. If you perceive the mentoring relationship as critical, what experiences were critical for your career advancement?

12. What did you perceive your mentor's motives to be for being involved in the relationship?	
13. What were your motives for being involved in the relationship?	
14. What were your mentor's expectations for you and for the relationship?	
15. What were your expectations?	
16. How did the relationship evolve over time?	
17. How long did the relationship last?	
18. What is the present status of the relationship?	
19. Where is your mentor now?	

20. How did the relationship end? (if applicable)	
21. What was the effect of this mentoring relationship on your career?	
22. Did you socialize with your mentor? If so, what social activities were included?	
23. Is there anything else you would like to tell me about your mentor or the relationship?	
24. Mentor Information: Name _____ Title _____ Work Address _____ _____ _____ _____ Work Phone _____ Home Address _____ _____ _____ Home Phone _____ _____	
What about your 2nd, 3rd, 4th, or 5th mentor?	

APPENDIX B

SECONDARY SUBJECT INTERVIEW PROTOCOL

SECONDARY SUBJECTS INTERVIEW PROTOCOL

Subject _____
 Mentor of _____
 Address _____

Date _____
 Phone _____

Interview begins by explaining research and informing subject that a particular leader has named them as having influenced their careers by acting as a mentor. Researcher will then clarify the term mentor using the researcher's definition.

1. Did you perceive your relationship with the primary subject to have been a mentoring relationship at the time it occurred? If not, do you now?	
2. If not, how would you describe the relationship?	
3. How did the relationship begin? Who initiated the relationship?	
4. What were your motives in mentoring (or working with) the primary subject?	

5. What do you perceive the motives of the primary subject to have been?	
6. What criteria did you use in selecting the primary subject?	
7. At what stage of your career did the relationship occur? (position/title/age of mentor)	
8. What were your expectations for the primary subject?	
9. What do you perceive the expectations of the primary subject to have been?	
10. What experiences did you provide for the primary subject?	
11. Which ones were critical for the primary subject? Why?	

12. How did the relationship evolve? Describe how it may have grown or changed.	
13. Did you socialize with the primary subject? what If so, what social activities were included?	
14. How long did the relationship last?	
15. What is the present status of the relationship?	
16. How did the relationship end (if applicable)?	
17. What is your perception of the role mentoring played in the primary subject's career advancement?	

18. Is there anything else you would like to tell me about the primary subject or the relationship?	
19. What is there about your organization that encourages and/or discourages mentoring to occur?	
20. In your organization what procedure is used for promoting managers?	

APPENDIX C

INFORMED CONSENT

INFORMED CONSENT

I understand the following:

1. Jan Henderson, doctoral candidate at The University of Tennessee is conducting a study about the effects of mentoring on career advancement of top executives in different types of organizations.
2. The researcher will conduct in-depth interviews of all subjects as the primary method of data collection.
3. I agree to be interviewed for approximately one hour. I may decline to answer questions I feel are inappropriate.
4. Any information that is obtained will be strictly confidential. No individual or organization will be identified by name.
5. The interviews will be audio-taped, if I give permission. After interviews are transcribed, audio-tapes, where used, will be erased. If desired, I will be provided with a copy of the tape.
6. I am free to withdraw from participation in the study at any time.
7. I may call Jan Henderson (615-966-6244) if I have any questions about my participation in the study.

I agree to participate in the study.

Signature _____

Date _____

VITA

Janetta Morpew Henderson was born in Haleyville, Alabama. She spent her formative years in public schools in Panama City, Florida. She graduated with a Bachelor of Science degree in Elementary Education from Florida State University. She graduated with a Master of Education degree from the University of Central Florida.

Her professional experience includes teaching at the elementary level as a classroom teacher and a learning disabilities resource teacher. In addition, she held a supervisory position in a Florida school system. She also has taught post-secondary education in community colleges in Florida and Tennessee. In 1984, she moved to Tennessee and entered The University of Tennessee, Knoxville. She was awarded the Doctor of Education degree in Educational Administration and Supervision in December, 1990.

Currently, she is an administrator at Central Florida Community College, Ocala, Florida. She is married to Tommy A. Henderson and has two children, Courtney and Jonathan.