

A CASE STUDY OF THE CHARACTERISTICS AND FUNCTIONS  
OF FEMALE MENTOR RELATIONSHIPS

by

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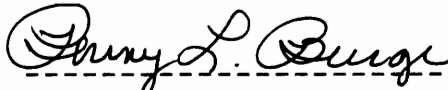
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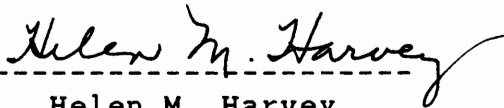
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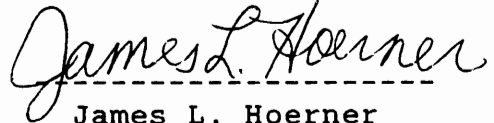
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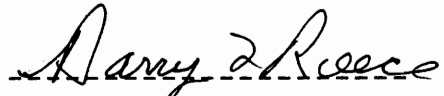
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FEMALE MENTORS  
IN ROANOKE COUNTY GOVERNMENT

by

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(ABSTRACT)

According to projections in *Workforce 2000*, the majority of new entrants into the labor force will be women and minorities. Although women are currently major participants in the workplace, when compared with men, they have not experienced equal opportunities for upward mobility nor have they had salaries which reflect equity. Mentoring is one strategy that can promote the career development of women.

The purpose of this study was to provide an in-depth analysis of the characteristics of female mentors and their activities and mentoring styles with male and female proteges. The study was specifically designed to explore the following questions:

1. What are the personal characteristics of female mentors?
2. What functions (career or psychosocial) are provided in female mentor relationships?
3. How does gender affect the mentor relationship?
4. What effect does the organization have on the mentor

activities of women?

The sample for this study was six female mentors who were employed with Roanoke County Government and who were in a mentor relationship within the past year. Data were gathered through qualitative methodologies, including in-depth interviews with the mentors, a review of descriptive written documents about the organization's policy and procedures, and interviews with the mentor's protege and co-workers. The interview guide used to collect information about the mentors consisted of questions in the following areas: career information, history of the mentor relationship, functions of the mentor relationship, gender-related issues, mentoring in the organization, and personal characteristics.

The interviews were transcribed verbatim, then coded and categorized. The data from all sources were then compared and contrasted to identify emergent themes. The findings were described through the use of verbatim quotations. Based on the findings, recommendations for action were suggested to include the following: (a) training should be conducted to increase greater self-awareness and understanding of relationships in a work context; (b) organizations should recognize the positive benefits of mentor relationships; (c) formalized mentor programs should be a viable option for employers; (d) training should be available to help women recognize their importance and potential influence on others

and the organization. Recommendations for further research included examination of (a) whether a larger sample or sample from a different organizational setting or locality would constitute similar findings; (b) progress of proteges mentored by females; (c) mentor relationships in formalized programs; (d) longitudinal data from female mentors and their proteges; (e) differences in the way males and females mentor; (f) similarities in mentoring at different levels of management; and (g) the frequency of female mentor relationships.

## ACKNOWLEDGEMENTS

This page of acknowledgement is written with lots of love and respect for persons I hold dear. It took a year to write this dissertation and what a process it was. But more important to me than the dissertation itself - the final product - were the important people, the special individuals behind the end result. As Carl Rogers so beautifully said,

A person is a stream of becoming, not a finished product...

a fluid process, not a fixed and static entity, a flowing river of change, not a block of solid material; a continually changing constellation of potentialities, not a fixed quantity of traits.

To my committee members and Dr. Frantz: thank you for believing in me, for supporting me, for encouraging me, for mentoring me...for caring about me. The changes I have encountered - the growth I have experienced are a direct result of your efforts and concern. To each of you - Barry, Daisy, Dr. Frantz, Helen, Dr. Hoerner, Dr. Oliver, and Penny - I thank you profusely. I will leave you feeling the deepest gratitude, devotion, and respect. I owe you so much.

To my family - Mom, Lee, Martha, Justin - my "forever" friend, Robin - my former spouse and friend, Essy - thank you for listening to my tears and my insecurities, and for offering your words of encouragement and comfort. And last, a special thank you to my son Jason, my dearest of loves.

This dissertation was a joint effort. Each of you, professors, family and friends, in your own unique way, gave unselfishly, so that I might achieve the goals set forth - "my stream of becoming." Thank you from the bottom of my heart.

## DEDICATION

This dissertation is dedicated to my father, whose life and example of love have inspired and sustained me and...

whose death has created a void never to be filled...  
you are loved and remembered always.

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## CHAPTER 1

### INTRODUCTION

In the last two decades women have entered the job market in record numbers, boosting economic growth and helping to reshape the economy. According to Johnston and Packer (1987) in *Workforce 2000*, the majority of new entrants into the workforce will be women and minorities. Women will constitute 64% of new additions to the labor force by the year 2000 (Blau & Winkler, 1989; Castro, 1990). Although women are major participants in the work arena they continue to be concentrated in traditionally female occupations that pay less than men's jobs (Burge, 1987; Glenn & Feldberg 1989). In 1980, 32% of all women were in jobs that were 90% female, a figure that is little changed from the 28% in predominately female occupations in 1960 (Johnston & Packer, 1987). Today only a small number of women hold top positions in America's major companies. Fierman (1990) stated that Fortune examined 799 public companies on its combined lists of the 1,000 largest U.S. industrial and service companies. Of the 4,012 people listed as the highest paid officers and directors, 19 were women - less than one half of 1%. In 1987 the median annual earnings of women who worked year-round, full-time was 65% that of men (Blau & Winkler, 1989). A recent salary

survey published in *Working Woman Magazine* (1991) reported that women make 70 cents on every dollar men make.

There are signs that these patterns may change over the next decade (Johnston & Packer, 1987). For example, women are entering nontraditional careers in greater numbers. In law, medicine, postsecondary education, and business, the number of women has increased significantly during the last 10 years (Freeman, 1989). In 1983, 45% of those receiving accounting degrees, 36% of new lawyers, 36% of computer science majors, and 42% of business majors were women (Johnston & Packer, 1987). Another factor that signifies a change is the rate at which women are becoming entrepreneurs. According to the United Way (1987), much of the growth in self-employment is because of women. In 1960, women started only one in 10 new businesses. By 1985, this figure had risen to one in three. By 1995, it will be one in two (United Way, 1987, p. 49).

Today there are just under 50 million women in the civilian labor force (Kaufman, 1989). The gains that women have made in the professions have been hard won. As Epstein (1970) suggested, "No matter what sphere of work women are hired for or select, like sediment in a wine bottle they seem to settle to the bottom" (p. 2). Women's mobility in the workplace is limited, with barriers to be faced in the professional arena.

When women are denied the opportunity of upward mobility within an organization, valuable talent is diminished or lost (Ragins, 1989; Zey, 1984). Identifying what corporations and institutions can do to enhance females' opportunities for upward mobility into management and leadership positions will be advantageous to successful enterprises. In the global economy corporations both large and small, from the United States, Europe, and the newly wealthy Asian countries, will be competing with one another to take advantage of new opportunities abroad while trying to maintain their domestic advantage. While capital and technology are important resources, investment in people is also important (Naisbitt & Aburdene, 1990). With women entering the work force, more leadership opportunities should be available to them (Fierman, 1990; Ragins, 1989; Reich, 1986).

One strategy to enhance the mobility for women is the support and promotion of mentoring relationships between early and later career employees. Mentoring relationships have been found to be significant factors in career development (Kram, 1983; Phillips-Jones, 1982; Reich, 1985), organizational success (Bolton & Humphreys, 1977; Lunding, Clements, & Perkins, 1978), and career satisfaction (Riley & Wrench, 1985; Roche, 1979).

Mentors are seen as crucial tools for training and

promoting career success for both males (Levinson et al., 1978; Roche, 1979) and females (Adams, 1979; Hennig & Jardim, 1977; Scarf, 1980; Stewart, 1976). At present there is an abundance of evidence supporting the important contributions of mentors to the career success of young adult males (Hunt & Michael, 1983; Stumpf & London, 1981). Research studies show that mentorship is the most important element of the psychosocial development of men (Levinson et al., 1978; Burke, 1984; Stumpf & London, 1981). However, the male model of mentorship may not be fully applicable to women who aspire to success in the traditionally male-dominated careers of business, academia, law, and medicine. Since many women make their career choices later in life after raising children or interrupt their work lives for child rearing, the male linear model of the life and career cycle may not hold true for them. For women who want to increase their opportunities for upward mobility, mentoring relationships could be a helpful tool (Hennig & Jardim, 1977; Kanter, 1977; Kram, 1985; Missirian, 1980; Zey, 1984) . With a suitable tutor, women will have a much greater chance of understanding and coping with workplace politics.

### Statement of the Problem

Women face barriers in the workplace which prohibit their potential for upward mobility. The career development for a large number of females is significantly different from that of males. Since society has not provided women with equal opportunities for advancement in the work environment, the establishment of mentor relationships is one means of improving the career success of females.

The problem for this research originates with the finding that few studies have been concerned with mentoring relationships or lack thereof in the career development patterns of women. Most notable of the studies that have been done is Hennig and Jardim's (1977) study of 25 high level female executives. They reported that all female managers in their study had male mentors who performed significant functions in their careers. Research studies by Phillips (1977) and Missirian (1980) revealed that the majority of female top level managers had one or more mentors and that mentorship was a critical factor in their success. Gaskill and Sibley (1990) found that mentor relationships were an important force in the career development of women in retailing. Their study indicated that mentored mid-level executives reported more promotions over a five year period than nonmentored executives.

Sheehy (1976) wrote about mentor relationships and the impact on women's careers as well. Her conclusions were similar to those of Hennig and Jardim (1977). She noted that women who did gain recognition in their careers had a mentor relationship although they might not have seen it as such.

Although women can benefit from both mentoring and being mentored, there are a number of barriers to females becoming mentors. Lack of access to information networks, tokenism, stereotyping, socialization practices, norms regarding cross-gender relationships, and reliance on inappropriate power bases stymie the development of mentorships for women (Gaskill & Sibley, 1990; Noe, 1988). In addition, studies indicate that female proteges may be less likely than their male counterparts to be selected by either male or female mentors. Male mentors may not perceive females as potential proteges, and may be reluctant to mentor them because of fear of sexual involvement and innuendos. They may not be chosen by female mentors because of scarcity, or the lack of time and risk involved with mentoring a female protege (Ragins, 1989).

These factors contribute to the lack of mentors for females and to the scarcity of women in mentoring roles. With few female mentors and with past research focusing primarily on males as mentors, additional research on the characteristics and activities of women acting as mentors can

contribute to the knowledge base. Therefore, the problem for this study focuses on the need for examination and clarification of the meaning of the mentoring experience for women. This information can assist women in achieving their potential and for advancement in the workplace and future career.

### Purpose of the Study

The central purpose of this study was to examine females who are acting as mentors for males and other females and to provide information about how females mentor. The study was specifically designed to explore the following questions:

1. What are the personal characteristics of female mentors?
2. What functions (career or psychosocial) are provided in female mentor relationships?
3. How does gender affect the mentor relationship?
4. What effect does the organization have on the mentor activities of women?

### Significance of the Study

The lack of mentorships for female employees may result in adverse consequences for both the individual and the organization. Ilgen and Youtz (1986) and Martinko and Gardner

(1982) suggested that one major outcome of the lack of mentorships is reduced job effectiveness. Women's intellectual growth and self-efficacy may also be curtailed if mentors are not available in the workplace (Noe, 1988). Organizations will suffer by losing valuable managerial talent (Zey, 1984).

When further investigation is completed in the area of women's mentoring relationships, increased knowledge will enhance workplace relationships. Although much of the literature on mentorship has focused on male mentor-male protege pairs, Shapiro's et al. (1978) gender-based typology of mentor-protege relations clearly shows that three of the four possible mentor-protege dyads involve women as shown in Figure 1. This study's expansion of theoretical frameworks, research, and commentaries on mentor-protege relationships to include cells 3 and 4 of Shapiro's et al. (1978) gender based typology will enhance our understanding of the dynamics of the mentor relationship. The shortage of female mentors is reflected in the literature, which reveals a near void for cells 3 and 4 in the typology of mentor-protege relationships. Cook (1979), Sheehy (1976), Shapiro et al. (1978), and Bowen and Zollinger (1980) all presented evidence supporting the lack of female role models or mentors in business, academia, and the professions. Given the lack of knowledge about

## Gender of Protege

Male

Female

Gender of Mentor	Male	Cell 1	Cell 2
	Female	Cell 3	Cell 4

Note. From "Mentorship: A Career Training and Development Tool" by D. M. Hunt and C. Michael, 1983, Academy of Management Review, 8(3), p. 475.

Figure 1. A gender based typology of mentor-protege relationships.

female-mentor dyads, this researcher examined the role of women as mentors.

Through greater knowledge of the characteristics and activities of female mentors and their relationships, organizations can foster the support of such alliances to benefit the institution and the individual. Training could be provided to help female proteges learn how to establish a mentoring relationship, how to effectively use mentors, and when to terminate the relationship. Training could help women in management positions to be more sensitive and have greater awareness of the importance of their potential influence on others and the organization. Preparation for mentoring could increase the understanding of possible difficulties with cross-gender mentoring and provide strategies for defusing sexual conflict. Formal mentoring programs could be considered. In addition to training, this study could assist in greater understanding of the leadership and management styles of women.

Whether in academia, business settings, or in positions of vocational education, educational programs that increase self-awareness, understanding of relationship dynamics, and skills in building and maintaining relationships in a work context have great potential. Often, relationships are mismanaged or left to chance rather than consciously chosen

and managed. The mentoring relationship can positively contribute to both individuals' professional and personal growth as well as increase organizational effectiveness (Kram, 1983; Zey, 1986). When organizational leaders recognize that in the next few years there will be a leadership vacuum, fostering female mentor relationships will be one way of addressing the need.

#### Definition of Terms

Barriers - Difficulties faced by women which prohibit or make it difficult to enter into mentor relationships.

Career Functions - Those aspects of the mentor relationship that enhance the protege's career advancement.

Mentor - A person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting and sponsoring.

Protege - A person under the patronage or care of someone influential who can further his or her career.

Psychosocial Functions - Those aspects of the mentor relationship that enhance the protege's sense of competence, identity, and effectiveness in a professional role.

Training - The education, instruction, or discipline of an individual or group.

### Chapter Summary

In the last two decades women have entered the job market in record numbers. According to Johnston & Packer (1987) in *Workforce 2000*, women will comprise about three-fifths of the new entrants into the labor force between 1985 and 2000. Although women are major participants in the workplace, they continue to be concentrated in traditionally female occupations that pay less than men's jobs.

One strategy for enhancing the mobility of women and for increasing their opportunities is through fostering mentor relationships. These relationships have been found to be significant in the career development of both men and women. However, women face special barriers in the development of such alliances. Little attention has been paid to female-lead mentor-protege dyads by researchers.

This study was designed to examine in-depth the characteristics and activities of female mentors. With increased knowledge about female mentors' experiences in informally established relationships, this study has contributed to the void in existing literature and provided a basis for further research.

## CHAPTER 2

### LITERATURE REVIEW

Much has been written about the importance of mentoring in the career development of both men and women. Increasingly, the topic of mentoring is appearing in the popular press, women's magazines, business publications, and professional journals. Most of the research that has been conducted focuses on the male as mentor. Given the void of information on women acting as mentors for others, this is an area of needed research and new knowledge.

This review of literature includes six areas pertinent to the examination of mentor relationships of women and their proteges: women in the workplace, definitions of mentoring, gender as a factor in the mentoring process, functions served by a mentor, effects of mentoring on an organization, and selection of a mentor.

#### Women in the Workplace

Since World War II the number of working women has increased by 200% (Naisbitt & Aburdene, 1990). The U. S. Bureau of Labor Statistics (1988) states that between 1960 and 1987, the participation rate of all women 25 to 34 years

of age doubled, increasing from 36 to 72%. Over the period 1986 to 2000, the U. S. Bureau of Labor Statistics (1988) projects that the labor-force composition will become increasingly minority and female. Blacks, Hispanics, Asians, and people from other racial/ethnic groups will comprise 57% of total labor-force growth (Castro, 1990). Women will constitute 64% of new additions to the labor force and are expected to constitute over 47% of the labor force by the year 2000 (Johnston & Packer, 1987). The movement of women into the workforce during the last three decades has been driven by powerful social and economic trends (Blau & Winkler, 1989; Johnston & Packer, 1987). Slow economic growth has made two earners a necessity for many families striving for a middle class lifestyle. While technology has simplified homemaking, society has also redefined the role of women to include paid employment as the norm (Johnston & Packer, 1987).

According to Gerstel and Gross (1989), before World War II, women in the labor force were primarily single, but by 1987 over half of married women were in the workforce. There is increased participation in the workplace of women with children (Hewlett, 1987; United Way, 1987). Blau & Winkler (1989) stated that the labor-force participation rate of married women with preschool-age children increased from 19% in 1960 to 75% in 1987. Another trend affecting the workplace

is the rapidly accelerating increase in single-parent families, most of which are headed by women (Burge, 1987; United Way, 1987). The large increase in the number of female-headed families has been spurred by the high incidence of separation and divorce and by the rising proportion of children born out of wedlock (Norton & Glick, 1986). Financially, divorce tends to adversely affect women more than men with a recent study noting 1 year after divorce, a man's standard of living went up 42%; the woman's standard of living declined 73% (Hewlett, 1987; United Way, 1987). Today 45% of working women are single, divorced, separated, or widowed and have no option but to take prime responsibility for themselves and often their children (Hewlett, 1987). These changes in the patterns of women in the labor force impact greatly on society and the economy.

In spite of the increase of women's participation in the workforce, there are wide disparities in occupational distribution between men and women and their earning capabilities (Blau & Winkler, 1989; Burge, 1987; Hewlett, 1987; Russell, 1991). Women are much more likely than men to be employed in administrative support (including clerical) and service jobs, with 47% of the female labor force concentrated in these occupations (Glenn & Feldberg, 1989), and are less likely to be employed in managerial, executive, and

administrative positions (Noe, 1988). From the findings in the U. S. Department of Labor's, *Employment and Earnings*, Blau and Winkler (1989) reported that,

in 1987, 20% of men as compared to only 2% of women held jobs in precision production, craft, and repair. Finally, while a higher proportion than men were employed as specialty workers, 48% of women in this category were concentrated in the predominantly (over 75%) female fields of librarian, registered nurse, prekindergarten and kindergarten teacher, elementary-school teacher, special-education teacher, dietician, and speech therapist. On the other hand, 44% of male professional specialty workers were in the relatively more lucrative, predominantly (over 80%) male occupations of engineer, lawyer, architect, chemist, announcer, dentist, clergy person, and physician. (p. 274)

While differences in men's and women's occupational status remain substantial, the occupational status of women workers relative to men workers has shown marked, although slow, improvement in recent years (Freeman, 1990; Hardesty & Jacobs, 1986). Women have made significant advances into managerial positions, with the percentage of the female labor force employed in these roles more than doubling over the

period 1972 to 1987, from 4.6 to 10% (Blau & Winkler, 1989). Amidst this growth, however, some of the best educated and most highly motivated women are dropping out of the managerial work force by a much greater percentage than men (Fierman, 1990; Freeman, 1990; Hardesty & Jacobs, 1986). These women are dropping out despite some attempts to better compensate and provide benefits and schedules that fit their needs (Fierman, 1990; Trost, 1990). Many of these women are experiencing difficulty getting ahead and receiving remuneration identical to their male peers (United Way, 1987).

The median annual earnings of women who worked year-round, full-time was 65% that of men in 1987, indicating that women earned 65 cents for each dollar earned by men (Blau & Winkler, 1989) . Even when men and women who have completed the same level of education are compared, women earn substantially less than men do (Johnston & Packer, 1987; Russell, 1991). Blau & Winkler (1989) reported that,

in 1987, among those with four years of high school, the median income of full-time, year-round women workers was 65% of that of men; among those with four or more years of college, it was 68%. The pay differential persists within occupational categories as well. For instance, the median earnings of full-time, year-round women workers relative to men was

61% for managerial workers, 68% for administrative-support workers; 69% for workers in precision production, craft, and repair; and 51% for sales workers. (p. 277)

The substantial male-female pay gap is a consequence of several factors: differences in job qualifications, occupational segregation by sex, and discrimination (Blau & Winkler, 1989; Burge, 1987; Fierman, 1990; Hardesty & Jacobs, 1986; Noe, 1988). Men have accumulated more labor-market experience, with 40% of men compared to 23% of women having over 20 years of work experience in the labor market (Blau & Winkler, 1989). A growing body of research supports the view that a second factor, discrimination, accounts for as much as half or more of the male-female pay gap (Freeman, 1990; Hardesty & Jacobs, 1986; Hewlett, 1987). Finally, a portion of the pay gap attributed to discrimination may come about, in part, as a consequence of occupational segregation by sex. Partly due to labor-market discrimination (Fierman, 1990; Ragins, 1989) and partly due to gender differences in socialization and preferences (Hennig & Jardim, 1977), women have tended to "crowd" into a small number of sex-segregated occupations (the pink collar ghetto). The abundance of supply relative to demand may result in lower earnings for women's jobs (Blau & Winkler, 1989).

Employment opportunities for women in managerial, professional, technical, sales, and service jobs should expand through the year 2000, provided the economy remains strong and the U. S. remains competitive in the global market (Johnston & Packer, 1987; Naisbitt & Aburdene, 1990). As women have longer and more continuous work lives and acquire the appropriate education and training, they should be less restricted to traditionally female occupations (Blau & Winkler, 1989; Kaufman, 1989). The extent and pace of women's progress may well depend on society's commitment to anti-discrimination policies as well as an awareness on the part of business and industry to recognize the strengths of both genders and to accommodate the dual demands of work and family responsibilities (Freeman, 1990; Hardesty & Jacobs, 1986; Hewlett, 1987; Morrison, et al. 1987).

#### Mentoring Defined

The concept of "mentor" has many meanings and definitions in today's society. People intermix the concepts of coach, sponsor, role model, teacher, "rabbi," "godfather," tutor, advisor, and patron to describe those significant others who facilitate the career socialization process (Collins, 1983; Kanter, 1977; Kram, 1985; Missirian, 1982; Zey, 1984).

Mentors have been defined as higher ranking, influential,

senior organizational members with advanced experience and knowledge who are committed to providing upward mobility and support to a protege's professional career (Collins, 1983; Kram, 1985; Roche, 1979). Mentoring relationships are generally long term, and are characterized by substantial emotional commitment by both parties. Shapiro, Haseltine, and Rowe (1978) viewed the mentor role as the deepest form of supportive role and have developed a continuum of supportive relationships that run from peer through coach, sponsor, and finally mentor. They refer to this range of advisory/guiding personae as the "patron system."

Michael Zey (1984), in his book, *The Mentor Connection*, gave his working definition derived from both the literature and his own research. A mentor is a person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring (p. 7).

The *Dictionary of Occupational Titles*, or D.O.T., published by the U. S. Government and used primarily for vocational counseling, classifies career skills into three groups according to whether or not they are being used with Things, Data, or People. Skills in each category are arranged in a hierarchy with lesser skills at the bottom and higher skills at the top. Mentoring is classified as the "highest"

order people-related skill. The D.O.T. goes on to describe mentoring in terms of actions that an employee would take on the job:

Mentoring. Deals with individuals in terms of their overall life adjustment behavior in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles. Advises clients on implications of diagnostic or similar categories, courses of action open to deal with a problem, and merits of one strategy over another. (p. 649)

Daniel J. Levinson (1978), in *The Seasons of a Man's Life*, provides a rich source of insight and hypotheses about the mentor relationship for men, in addition to providing an all-encompassing definition of the phenomenon. According to Levinson et al. (1978) in a study of only males, he found the mentor relationship to be one of the most complex, and developmentally important in the early adulthood of men. The mentor is ordinarily several years older, a person of greater experience and seniority in the world the young man is entering. Words such as counselor or guru capture some of the more subtle elements of mentoring. Words such as teacher, adviser, or spouse capture other, more narrower elements. Mentoring also includes identification, admiration, and

internalization. Levinson's et al. research studies show that mentorship is the most important element of the psychosocial development of men (Levinson et al., 1978) and is an important device for influencing commitment and self-image (White, 1970).

Healy and Welchert (1990) have suggested that their definition of mentoring is derived from developmental-contextual theory, that is both functional and comprehensive. They contend, "it expands Levinson's (1978) influential developmental definition by postulating that an organism's transformation depends as much upon the dynamic potentials of its context as upon its own changing capacities" (Healy & Welchert, 1990, p.17). Within this framework, Healy and Welchert (1990) have defined mentoring to be "a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protege) aimed at promoting the career development of both" (p.17).

The importance of a mentor in the career development of men and women is clearly established. Given the scarcity of female mentors, it is important to consider what impact gender has had on the prevalence, perceived importance, and characteristics of mentoring relationships.

Gender as a Factor in the Mentoring Process

Mentorship is important in the career development of both men (Levinson et al., 1978; Reece, 1987; Roche, 1979) and women (Collins 1983; Hennig & Jardim, 1977; Kram 1985; Morrison et al. 1987; Reece, 1987; Sheehy, 1976). The Levinson model of male mentorship profiles young men choosing a career and while in their early 20s and early 30s searching for their identity in life and for an important mentoring patron or friend (Levinson et al., 1978). For men the early adult years correspond to the early career years, but such a relationship may not hold true for women (Missirian, 1982). According to Freeman (1990), "Women enter the work force at different times in their lives and for a variety of reasons. Their employment paths often do not follow traditional lines" (p. 26). Later career selection, more frequent career interruptions, and fewer advancement opportunities complicate career development for women (Bolton, 1980; Shapiro, Haseltine, & Rowe, 1978). Therefore, the male mentorship model does not always apply to women who aspire to success in the traditionally male-dominated careers of business, academia, law, and medicine.

Several studies have focused exclusively on women and mentoring relationships. Hennig and Jardim, in *The Managerial Woman* (1977), and Roche (1979) found that mentors are a

necessity for women without family connections to reach top management positions. Research studies by Phillips (1977) and Missirian (1980) revealed that the majority of women top level managers had one or more mentors and that mentorship was a critical factor in success. Riley and Wrench (1985) found that women who had one or more mentors reported greater job success and job satisfaction than women who did not have a mentor. Results of a survey of female executives and academicians indicated that women who participate in mentorships reported greater self-confidence and an enhanced awareness of and use of skills (Reich, 1986). Ilgen and Youtz (1986) suggested that the career and psychosocial benefits women may obtain from a mentoring relationship increase the likelihood that they will receive the support and cooperation of peers and subordinates, and these benefits may increase the probability of success in the organization.

Although women can benefit from mentoring, often female mentors are lacking (Morrison et al., 1987; Noe, 1988; Ragins, 1989; Shapiro, Haseltine, & Rowe, 1978). Warihay (1980) surveyed 2,000 female managers and found that as women advanced into upper management, the absence of women mentors to offer support was very acutely felt. In male-dominated occupations, the shortage of female mentors probably reflects the lack of women in management positions (Morrison et al.,

1987; Noe, 1988). Hennig and Jardim (1977) and Sheehy (1976) confirmed the limited number of female role models or mentors available for young adult or early midlife adult females.

The organizational structure of most organizations is a major factor in the absence of mentors for women. The industrial economy after World War II redefined work and divided it by gender - the ideology relegated females solely to home and family and males to a workplace distant from home (Freeman, 1990). As a result, corporations as we have known them were created by men for men (Hardesty & Jacobs, 1986) and based on the military model of hierarchical organization (Naisbitt & Aburdene, 1990). In most organizations the informal system of relationships finds both its origins and present function in the male culture and in the male experience (Hennig & Jardim, 1977; Highman, 1985; Kanter, 1977). Its forms, its rules of behavior, its style of communication, and its mode of relationships grow directly out of the male developmental experience (Hennig & Jardim, 1977). Men founded and developed the vast majority of the organizations we know. And, in general, if corporations are dominated by a male culture, then it stands to reason that management, and particularly in its higher ranks, the informal system is truly a bastion of the male life-style (Freeman, 1990; Hennig & Jardim, 1977). According to Hennig and Jardim

(1977),

the men who belong to these informal networks are people who understand and support each other, the structure, and the rules; people who share common aspirations and dreams, people who grew up with similar backgrounds; who played together, learned together, competed together. Contrast this with how differently women grow up: their different orientations, expectations, aspirations, and experiences. One can understand why, in spite of the law, that very little or only slow progress has been made for women in the workplace (p. xiii).

Hennig and Jardim's (1977) research has contributed important information indicating patterns of differences between men's and women's views about career and the work environment. Even though their research was conducted during the 70s their findings have significant implications for the career advancement of women in the 90s. According to Freeman (1990),

beliefs about gender differences that built and sustained our society's institutions and practices have become an integral part of our human psyches. Surrounded by a culture of certain thought and custom, people develop and internalize consonant

beliefs. Though deeply buried, they still shape individual and institutional direction. Paradoxically pervasive and invisible, they are not easily disinterred for scrutiny by either women or men. (p. 22)

The major findings of differences between men and women that Hennig and Jardim (1977) found can be summarized. First, is the late career decision. Most women typically make a conscious commitment to advancement some 10 years into their career. Second, there is a sense of passivity on the part of women about their success which reveals a general lack of self-confidence and assertiveness. Third, there is the emphasis on individual self-improvement as the critical factor determining career advancement. What is critically missing in this view is the acknowledgement of the importance of the organizational environment - the informal system of relationships and information sharing, of favors granted and owed, of mutual benefit, of protection. Fourth, women and men view risk very differently. Men see risk as loss or gain; winning or losing; danger or opportunity. Women see risk as entirely negative - loss, danger, injury, ruin, hurt. As a result many women would avoid risk taking situations. Last, from a very early age men expect to work to support at least themselves. For a large number of women, the emphasis

expressed or implied, is placed on the need to find someone to support her. The difference in thinking that develops from this crossroads of childhood's expectations and ambitions is enormous. Hennig and Jardim's (1977) research clearly revealed the extraordinary perspective to the separate worlds of men and women in the business environment. These differences result in different styles, different emphases and very different ways of responding to typical management situations on a day-to-day basis (Gilligan, 1982; Hennig & Jardim, 1977).

While research on women in the 70s emphasized differences between men and women and how women should conform to the standards set by men, in the 80s books like Alice Sargent's (1981) "The Androgynous Manager" professed a combination of masculine characteristics (dominance, independence, a direct achievement style, analytical problem solving, competitive) and feminine characteristics (concern for relationships, intuitive, ability to accommodate and mediate, cooperative). Sargent and Stupak (1990) suggested that the androgynous manager integrates, incorporates, and employs both sets of behaviors. He or she is both dominant and flexible, and combines independence and power with nurturing and intimacy. In the 1990s, books like Sally Helgesen's (1990) "The Female Advantage: Women's Ways of Leadership" profess the strengths

of the way women lead.

An outgrowth of the research that has evolved through increased awareness about the differences and similarities between men and women is the focus by business and industry on "diversity." A major thrust in large corporations today is managing diversity in the workplace (Foster, Jackson, Cross, Jackson & Hardiman, 1988; Geber, 1990; Lewan, 1990; Mandell & Kohler-Gray, 1990). Organizations through their training are enabling employees to acknowledge, understand, and eliminate the stereotypes and prejudices that they hold about one another (Mandell & Kohler-Gray, 1990). The intent of diversity programs is to "value" diversity, to appreciate individuality and to avoid prejudging people on the basis of their gender or race (Geber, 1990).

While diversity programs are an encouraging phenomena for women in the workplace, for the majority of females in most organizations there are major barriers that stymie the development of mentorships for women (Ragins, 1989; Shapiro et al.; Zey, 1984). Noe (1988) identified six limitations that women experience in obtaining a mentor. Lack of access to information networks is one of the six barriers. Women may fail to develop mentorships because of limited contact with potential mentors, due to the lack of knowledge on how to develop informal networks, a preference for interacting with

others of similar status in the organization, or the intentional exclusion of women by male managers.

A second factor according to Noe (1988) was tokenism. Potential mentors for females may be unwilling to take them on as proteges because of their visibility (Morrison et al., 1982). Women promoted to meet affirmative action goals (given preferential treatment) may be seen as a threat to potential male mentors while other employees may become resentful or dissatisfied with promotion and development policies (Zey, 1984). They may see their token status as fulfilling the stereotype that women cannot make it on their own. Women themselves may lack the motivation for establishing mentorships under these conditions, since they may believe that their success is the result of policy decisions and not their own ability (Noe, 1988).

A third barrier Noe (1988) suggested was commonly held stereotypes and attributions. Although research indicates that women are successful managers (Donnel & Hall, 1980; Moore & Rickel, 1980), negative attitudes about women's abilities to manage still persist. These attitudes may be the result of sex-characteristic stereotyping, beliefs regarding women's job preferences, attributions regarding performance outcomes, and sex-role stereotypes (Noe, 1988; Zey, 1984). The traditional male role is associated with high self-confidence,

but also arrogance and emotional insensitivity. The traditional female role encompasses warmth and caring, but also passivity and hysteria (Korabik & Ayman, 1989). Today it is becoming more common to recognize that individuals may benefit from possessing the positive traits which have been traditionally associated with the opposite sex: males are encouraged to be sensitive and emotionally expressive and females to be independent and assertive. Sargent and Stupak (1989) said,

We are witnessing a set of critical value shifts in American culture. The major shift affecting corporate America is from the vertical values (rugged individualism, autonomy, and independence) to horizontal values (interdependence, mutuality, networking, and coalition building). It is a transformation from a predominately masculine value system to an androgynous one (andro is Greek for male; gyne is Greek for female). The new value set calls for each person to have a blend of values - competence and compassion, action and introspection. (p. 30)

A fourth factor cited by Noe (1988) was socialization practices. Due to socialization practices, men may develop a stronger autonomous motivation for achievement, whereas women may be more receptive to external standards for

appropriate achievement-oriented behavior (O'Leary, 1974).

A fifth barrier that Noe (1988) suggested was norms regarding cross-gender relationships. Clawson and Kram (1984) suggested specific characteristics identified by both men and women that create tension, anxiety, and confusion for both sexes. Concerns about increasing levels of intimacy or concerns about the "public image" create tension and anxiety for both men and women and can result in the avoidance of frequent interaction or decrease work effectiveness (McKeen & Burke, 1989). According to Ragins (1989) females may fear to initiate a relationship with a male because it may be misconstrued as a sexual approach by either the mentor or others in the organization.

The sixth factor Noe (1988) identified as a barrier in women's mentoring relationships was their reliance on ineffective power bases. Power can be defined as the ability to influence others (Dunham, 1984). French and Raven (1959) identified five bases of power: reward power, coercive power, legitimate power, referent power, and expert power. The ability to provide positive and negative outcomes (coercive and reward power) and the right to influence based on organizational position or assignment (legitimate power) are consequences of organizational membership. The ability to influence others because of expertise (expert power) or

personal attractiveness (referent power) are inherent in the individual. Women use more indirect and acquiescence influence strategies than men. For example, Johnson (1976) found that it was expected that coercive, legitimate, and expert power would be used by men much more than by women. Men were more likely to exert direct power by issuing orders or requests, by bargaining with concrete resources such as knowledge or money, or by stressing their own competence by making others aware of their expertise, whereas women's influencing effort was based on the development of personal relationships. Also, women tended to emphasize their own weaknesses or incompetence in order to influence others. Similarly, Mainiero (1986) found that regardless of position power, women were more likely to rely on an acquiescence strategy. According to Noe (1988), if female employees fail to stress their expertise and, instead, rely on helplessness or acquiescence, or stress incompetence in order to gain influence, it is likely that they will not be sought out for mentorships.

Finally, another barrier to consider is the notion that women are not supportive of other women (Briles, 1987; Madden, 1987). Madden (1987) in her book, "Women vs. Women," focused on the relationships of women in the work world and reported that,

Today's modern working women are warriors in a civil war grown decidedly uncivil. Rivalry, not cooperation, is the spirit among most women in today's corporate world. They regard one another as adversaries in the quest for job security, promotions, mates and more. (p. 1)

Given the differences in perspectives of men and women and given the barriers that women face in developing mentor relationships, they may need different functions from their mentors (Ragins, 1989).

#### Functions of the Mentor Relationship

"Mentoring functions are those aspects of a developmental relationship that enhance both individuals' growth and advancement" (Kram, 1985, p. 22) These functions are the essential characteristics that differentiate mentor relationships from other work relationships. A number of researchers have identified a range of mentoring functions or mentoring roles (Kram, 1985; Levinson et al., 1978; Missirian, 1982; Phillips-Jones, 1982; Zey, 1984). Kram (1985) has summarized the functions into two broad categories. As indicated in Figure 2, career functions are those aspects of the relationship that enhance learning the ropes and preparing for advancement in an organization. *Psychosocial functions* are those aspects of a relationship that enhance a sense of

Career Functions <sup>a</sup>	Psychosocial Functions <sup>b</sup>
Sponsorship	Role Modeling
Exposure/Visibility	Acceptance/Confirmation
Coaching	Counseling
Protection	Friendship
Challenging Assignments	

<sup>a</sup>Career Functions are those aspects of the relationship that enhance career advancement.

<sup>b</sup>Psychosocial Functions are those aspects of the relationship that enhance sense of competence, identity, and effectiveness in a professional role.

Note. From Mentoring at Work: Developmental Relationships in Organizational Life (p. 23) by K. Kram, 1985, Glenview, IL: Scott Foresman.

Figure 2. Functions served by the mentor relationship.

competence, clarity of identity, and effectiveness in a professional role. While career functions serve primarily to aid advancement up the hierarchy of an organization, psychosocial functions affect each individual on a personal level by building self-worth both inside and outside the organization. Together these functions enable individuals to address the challenges of each career stage (Kram, 1985).

Career functions are possible because of the senior person's experience, organizational rank, and influence on the organizational context (Noe, 1988). It is this structural role relationship that enables the mentor to provide sponsorship, coaching, and exposure and visibility to help a junior colleague function effectively in the organizational world (Kram, 1985).

According to Kram (1985) sponsorship is the most frequently observed career function and involves actively nominating an individual for desirable lateral moves and promotions. Through exposure and visibility a mentor can introduce the protege to the corporate culture, its politics, and influential others within the organization (Burke, 1984; Collins, 1983; Hennig & Jardim, 1977; Missirian, 1982). It allows the protege to develop relationships with key figures in the organization who may judge their potential for further

advancement. This function serves as a socializing force, preparing the individual for positions of greater responsibility and authority (Kram, 1985).

In the coaching function the mentor acts much like an athletic coach, suggesting specific strategies for accomplishing work objectives, for achieving recognition, and for achieving career aspirations (Kram, 1985). The protection function as described by Kram (1985) "involves taking credit and blame in controversial circumstances, as well as intervening when the protege may be ill-equipped or inexperienced to handle a particular situation" (p. 29). This function can support or smother the individual and is especially difficult to balance in cross-gender relationships (Clawson & Kram, 1984; Shapiro et al., 1978). Either a young female protege feels as though she is being deprived of important developmental opportunities, or the senior colleague notes a tendency to protect a female protege more than one would a male counterpart (Phillips-Jones, 1982). The desire to protect may stem from the real difficulties for women in the corporate world, as well as from stereotypical patterns of relating in male/female relationships (Hennig & Jardim, 1977). The final career function that Kram (1985) described is that of challenging work assignments which enables the protege to develop essential technical and managerial skills

through work that encourages learning.

In contrast to career functions, psychosocial functions are possible because of an interpersonal relationship that fosters mutual trust and increasing intimacy (Kram, 1985). Psychosocial functions range from providing counseling and support to being a friend and role model (Burke, 1984; Collins, 1983; Kram, 1985; Phillips, 1977). Career functions affect the individual's relationship to the organization while psychosocial functions affect the individual's relationship with self and with significant others both within and outside the organization (Kram, 1985).

The range of career functions and psychosocial functions in the mentor relationship varies and they may not be entirely distinct from one another (Burke, 1984; Collins, 1983; Zey, 1984). As Kram (1985) stated,

supporting career advancement may also enhance an individual's sense of competence and effectiveness in the managerial role. Relationships that provide both kinds of functions are characterized by greater intimacy and strength of interpersonal bond and are viewed as more indispensable, more critical to development, and more unique than other relationships in one's work life. Whereas, relationships that provide only career functions are characterized by less intimacy and are valued

primarily for the instrumental ends that they serve in the organizational context. (p. 24)

In her study of female managers, Phillips-Jones (1982) made a distinction between primary mentors and secondary mentors which are defined by the functions they provide. Primary mentors are individuals who are labeled as mentors and who are considered unselfish, altruistic, and caring. Secondary mentors are individuals who are part of a more businesslike relationship where an exchange benefits both individuals' career advancement. Primary mentors provide both career and psychosocial functions, whereas secondary mentors provide only career functions.

Zey (1984), in his book *The Mentor Connection*, described four major functions served by the mentor relationship which he refers to as "the hierarchy of mentoring" as shown in Figure 3. The mentor may perform any or all of the functions during the mentor relationship.

According to Zey (1984),

through the role of teacher, the mentor imparts various organizational and occupational skills to the protege; instructs the protege in the power and political framework of the organization, perhaps divulging inside information; and gives the protege tips on corporate comportment and social grace. As a

Level	Mentoring Activity	Benefit to Protege	Primary Mentor Investment
I	Teaching	Protege receives instruction in organizational skills, mgmt. tricks, social graces, is given inside information	Time
II	Psychological Counseling/ Personal Support	Mentor enhances protege's sense of self through confidence building, pep talks, may help protege's personal life on occasion	Emotion/self
III	Organizational Intervention	Mentor intercedes on protege's behalf in organizational setting; runs interference for protege where needed	Organizational relationships, reputation
IV	Sponsoring	Protege is recommended by mentor for promotion, more responsibility	Reputation/ career

Note. From The Mentor Connection (p. 8) by M. G. Zey, 1984, Homewood, IL: Dow Jones-Irwin.

Figure 3. The hierarchy of mentoring.

counselor and source of psychological support the mentor generally tries to build the protege's sense of self through "pep talks," confidence building, and the like. As an intervenor, the mentor actually intercedes on behalf of the protege, at some times protecting, at other times advertising the protege as a "good manager." As a sponsor, the mentor either promotes the protege into a higher position (if the mentor has the power to do so) or influences the "powers that be" to promote the protege. (p. 7)

While both career and psychosocial functions can be provided by a mentor relationship, Burke (1984) suggested women may need different functions from the relationship than men do. Based on research done by Gilligan (1982), in *In a Different Voice*, she theorized that women's psychological development is different from men's based on their socialization practices. She elucidated there is a split in psychological development along gender lines - that females generally follow a path of interpersonal relatedness and caring while for males the path is toward separateness and independent achievement.

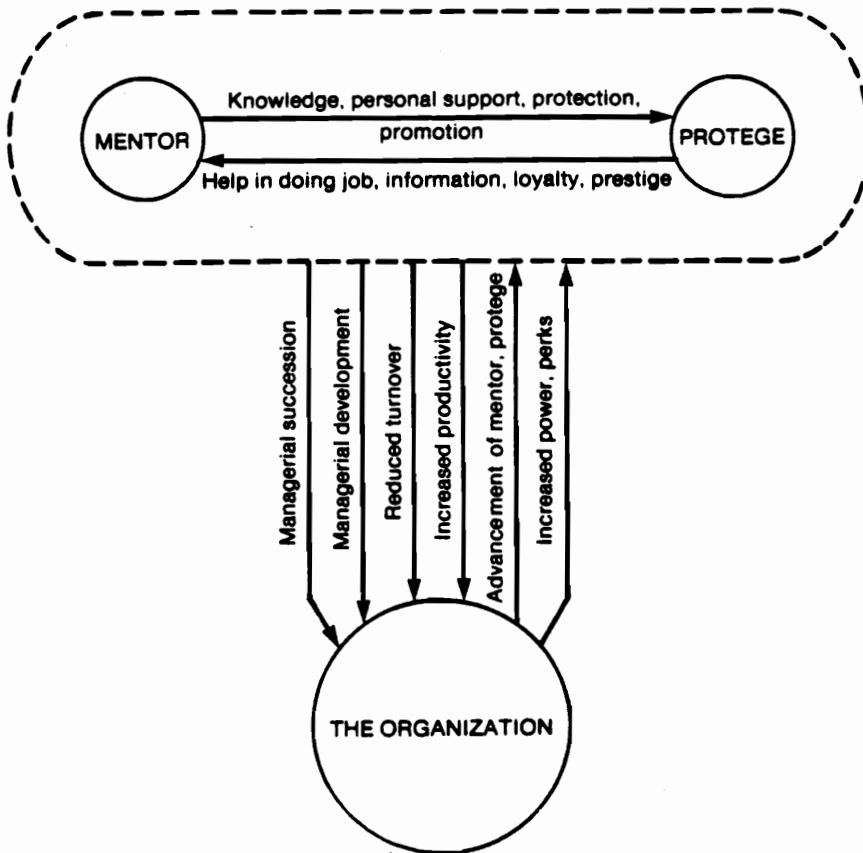
Given the differences in the psychological orientation of men and women (Gilligan, 1982) and the differences in women's view of the work environment (Hennig & Jardim, 1977),

the notion is understandable and justified that women more readily look for and accept psychosocial functions (Kram, 1985) or as referred to in Zey's (1984) mentor hierarchy, Level II functions. Psychological support including help with building self-confidence, providing caring, guidance, direction and enhancing self-esteem are ways mentors may specifically assist women in organizations (Burke, 1984; Collins, 1983; Hennig & Jardim, 1977; Reich, 1986; Ragins, 1989).

Other factors influence which functions are provided in a mentor relationship such as those cited by Kram (1985), First, the developmental tasks of each individual shape what needs are brought to the relationship; individuals' important needs will affect what functions are sought out and offered in the relationship. Second, the interpersonal skills brought to the relationship influence how the relationship gets started, how it unfolds over time, and the range of possible functions. Finally, the organizational context shapes the range of functions by affecting the formal role relationship, the opportunities for interaction, and the extent to which individuals are encouraged to participate in mentoring activities. (p. 40)

It is clear that most functions provided by a mentor relationship provide solid benefits to a protege: knowledge, personal growth, protection, and career advancement (Burke, 1984; Collins, 1983; Kram, 1985; Zey, 1984). However, the mentor and organization benefit from the relationship as well (Burke, 1984; Gaskill & Sibley, 1990; McKeen & Burke, 1989; Noe, 1988; Ragins, 1989; Zey, 1984). According to Zey (1986) the benefits of the relationship to the mentor may be as striking as the benefits that accrue to the protege. The protege helps the mentor do her/his job, serves the mentor as a source of organizational information and intelligence, and often becomes the mentor's trusted advisor. Zey (1986) has demonstrated an exchange relationship exists between the mentor, the protege, and the organization as shown in Figure 4 in his Mutual Benefits Model. Zey (1986) explained,

the arrows in the figure represent the benefits that are transferred. They show that the mentor gives the protege support and protection and the protege helps the mentor do one's job, build one's empire. The figure also indicates that the mentor relationship transfers benefits to the organization and that in exchange for these benefits, the organization advances the position and increases the power of both the mentor and the protege.



Note. From The Mentor Connection (p. 11) by M. G. Zey, 1984, Homewood, IL: Dow-Jones-Irwin.

Figure 4. The mutual benefits model.

(p. 11)

### Mentoring and the Organization

According to Zey (1986), one way of viewing the organization is as a large problem-solving machine that has been established to produce, protect, administer, or otherwise meet the needs that confront society. In order to fulfill its functional mandate, the organization must satisfy its members' psychic and material needs, integrate the members into its goal orientation, and at the same time ensure a smooth and orderly succession at the top. It is apparent that mentoring can help the corporation do these things, and therefore can play a key role in organizational development. (p. 92-93)

Organizations generally benefit from mentor-protege relationships (Hunt & Michael, 1983; Kram, 1985; McKeen & Burke, 1989; Noe, 1988; Ragins, 1989; Zey, 1984). Zey (1984) suggested the following benefits for organizations:

1. Integration of the Individual - Mentor helps protege become closer to the organization, more accepting of its mores and goals. Mentor increases protege's sense of belonging.
2. Reduction in Turnover - Because mentor relationships

prevent talented proteges from becoming lost in the corporate woodwork and increase the amount of positive feedback to proteges, proteges tend to remain in organization. Thus loyalty toward mentor becomes a major factor in reduced turnover.

3. Organizational Communication - Because protege enjoys multi-tiered membership status, he or she can promote communication between various organizational strata by serving as a Likert-style "linking pin."

4. Management Development - Mentor transfers to protege skills and knowledge that would otherwise be denied. Mentor is seen here as an important factor in the transformation of a technical worker to a full-fledged executive. Mentor reduces the haphazardness of management development.

5. Managerial Succession - Mentoring facilitates the smooth transfer of the managerial reins from one generation of executives to the next. Mentor transmits corporate values and other key components of the corporate culture to the next generation of leadership.

6. Productivity - Mentor fosters productivity by enhancing skills of protege. Mentoring serves as an informal mode of corporate reorganization for

maximum efficiency.

7. Socialization to Power - Mentoring produces managers who are comfortable with power and possess the motivation and ability to mobilize people and resources. (p. 93)

The importance of mentoring relationships in career development has been well documented and has been noted as a factor even more critical to the career success of women than men (Burke, 1984; Clawson & Kram, 1984; Collins, 1983; Hunt & Michael, 1983; Kram, 1985; Missirian, 1982; Reich, 1986; Ragins, 1989). Given the barriers women face in establishing mentor relationships (Briles, 1987; Madden, 1987; Noe, 1988), it is important that organizations desiring to enhance the success of women consider ways to assist the development of mentor alliances.

A critical question is whether an organization can create the conditions that encourage mentoring through a formalized program. Opinions on this point are divided. Shapiro, Hasletine, and Rowe (1978) suggested that "the mentor relationship can perhaps be facilitated but not legislated; to 'assign' mentors to women would probably be an exercise in futility" (p. 56). Much of the research done about mentors, proteges, and mentor pairs has been done with those who have personally chosen or selected one another (Bowen, 1986;

Hennig & Jardim, 1977; Kanter, 1977; Kram, 1985; Missirian 1982; Noe, 1988; Phillips-Jones, 1982; Shapiro, Haseltine, & Rowe, 1978).

Zey (1986) suggested that even though mentoring relationships have occurred only randomly, recently programs have appeared that encourage the establishment of mentor-protege relationships on a more formal basis than has existed in the past. He investigated firsthand the functioning of formal mentoring programs in both private industry and government and concluded "the overall effectiveness of the programs is uncertain" (p. 209). One of the weaknesses he found in formal programs was the lack of choice in the selection of mentor and protege. Since participants were assigned by specialty, not according to common values, common goals, clashes and a lack of interest permeated one program he cited. Another program's weakness was a lack of clear definition and specific goals. Still another weakness cited was the lack of commitment on the part of the mentors and upper management.

Regardless of their shortcomings, these pioneering attempts of formalized programs are forerunners of what will surely become an accepted mechanism for managerial training and organizational development (Zey, 1986, p. 209). McKeen and Burke (1989) offered some of the factors believed to be

critical to the success of formal mentoring programs:

1. Well defined program goals which are actively supported by all levels of management.
2. Training and development to foster an awareness and understanding of mentoring and its role in career development.
3. Creation or modification of organizational structures (i.e., reward systems, tasks, performance appraisal systems, work design) to foster desired behavior.
4. Design of an appropriate structure for the mentoring relationship so that protege and mentor have meaningful work interactions and so that normal reporting relationships remain intact.
5. Careful selection and matching of mentors and proteges to ensure that only mentors who are willing and able become involved in mentoring relationships and that appropriate "matches" are formed. Input of mentor and protege in this decision are important.
6. An ongoing program of support and feedback for those involved in mentoring relationships to foster success and deal with problems and make adjustments on a timely basis. (p. 40)

In conclusion, mentoring relationships may help female managers overcome gender-related obstacles to advancement in organizations (Clawson & Kram, 1984; McKeen & Burke, 1989; Morrison et al., 1982; Ragins, 1989; Reich, 1986; Roche, 1979). Although mentors may be essential for advancement, women may be thwarted in their attempts to gain mentors by interpersonal and organizational barriers (Hennig & Jardim, 1977; Noe, 1984; Phillips, 1977; Ragins, 1989). Organizations may either choose to address or ignore the special needs of women. By ignoring them, they may lose valuable talent. Kanter (1977) described the type of organization that would be a willing user of mentorship as an on-the-job training technique: an organization with enhanced opportunity, with enthusiasm for innovation versus conservative resistance, and with structural supports for more equal treatment of women and minorities.

Ragins (1989) made several suggestions for organizations if they choose to address the problems women face. First, they may provide opportunities for female managers to interact with potential mentors in both formal and informal settings. This would increase the female manager's access to upper-level executives and legitimize the mentoring relationship. Second, organizations can provide training for proteges and mentors. Female proteges may need to learn how

to establish a mentoring relationship, how to effectively use mentors, and when to terminate the relationship. Male mentors may need training that increases their awareness of the special needs and strengths of the female protegee. Training can also increase the awareness of potential problems of cross-gender mentoring and provide strategies for defusing sexual innuendos and office gossip. Third, organizations can cultivate more female mentors at lower levels of the organization. This is important because it may serve to reduce the burden placed upon the few upper-level female executives. And since some studies have found that being mentored is associated with becoming a mentor (Busch, 1985; Roche, 1979), cultivating female mentors could have a synergistic effect with respect to the number of available female mentors in the organization. Fourth, organizations can reinforce the development of mentoring relationships by institutionalizing the mentoring relationship as part of the performance appraisal and employee development systems. Female and male mentors may be more apt to select female proteges if the relationship is validated and rewarded by the organization.

Although the assignment of mentors in a formal mentoring program may be restrictive and not as effective (Shapiro et al. 1978) as more informal methods for attaining mentors, the

establishment of formal mentoring programs represents a step in the right direction (Zey, 1984). According to Ragins (1989), by investing in such programs, organizations are publicly communicating their recognition of the problem and their willingness to change the structural, social, and cultural barriers that prevent women from developing mentoring relationships in organizations. (p. 18)

### Mentor Selection

How mentors choose their proteges, or how proteges find their mentors, and what makes the relationship work are areas that need further investigation (Noe, 1988). According to Shapiro et al. (1978) gender is likely a variable, but social class, race, and personality may be of at least equal importance.

Zey (1986) examined what qualities the mentor and protege considered most important in the selection of one another. One characteristic he found as most often cited by mentors in defining a person as an acceptable and valuable protege is intelligence. Zey (1986) stated,

the respondents viewed "quickness," the ability to analyze a problem rapidly, and "alertness," the ability to identify the elements relevant to a problem, as crucial indicators of intelligence.

Native intelligence must be complemented by the desire to succeed, so ambition was also identified as an important quality. (p. 183)

Another characteristic mentors look for in proteges is their desire and ability to accept power and risk (Zey, 1984). The need and ability to accept responsibility - the innate propensity to lead, direct, and supervise - emerge as crucial qualities of the protege (Zey, 1984, p. 183). Other attributes that mentors consider important are: ability to perform the mentor's job, loyalty, similar perceptions of work and organizations, commitment to the organization, organizational savvy, and positive perceptions of the protege by the organization (Ragins, 1989; Reich, 1986) . Finally, the ability to establish alliances is seen as important. This serves as a good indicator of whether the protege would be able to command respect, and acquire loyalty from peers, subordinates, and superiors in the future (Zey, 1984).

In considering what proteges look for when selecting a mentor Kanter (1977) suggested that mentors are chosen for the following reasons: they have good performance, they have the right social background, they know the officers of the organization socially, they are socially similar, they have the opportunity to demonstrate the extraordinary, and they have high visibility. In looking at the perspective of the

protege and finding a mentor, Zey (1986) suggested that the protege examine the power of the mentor, consider the mentor's ability to teach, and appraise the way the mentor is supported or judged by the organization.

Personality fit, a "chemistry," between the mentor and protege, is another factor to consider in the selection and success of the mentor relationship, however, little has been written about this aspect of mentoring according to Zey (1984). The issue of personality fit and chemistry is quite different from the issue of compatible career needs and goals. Zey's (1986) research indicated that most of the mentor relationships he examined were not characterized by warmth, smooth interpersonal dynamics, personal friendship, and strong interaction away from the workplace. In most instances, the mentor and protege did not share common outside interests, did not have the same social background, had not even had the same kind of schooling. Kram's (1983) research on the phases of mentor relationships confirmed that in the "initiation phase" (the phase during which time the relationship is started) the interactions of the mentor and protege are created around work or common business tasks which "causes each to develop an increasingly positive expectation of the value of relating to the other" (p. 615).

The crucial component of the mentor relationship as observed by Zey (1986) is the ability to work together. He states that this ability is a multifaceted characteristic that involves the broad elements of mutual trust, respect, and belief in each other's ability to perform competently. He contends that personality was important but not paramount in the mentor relationship. Zey (1984) found,

characteristics that make an individual attractive in non-organizational relationships do not necessarily correspond to the characteristics that initiate the mentor relationship. Loyalty, trust, cohesiveness of action, competence, and cooperativeness, while of minor or no functional importance in the ordinary friendship, assume a pivotal role in the mentor relationship. (p. 173).

Zey (1984) did not discount that chemistry or personality have a part to play in the relationship, but suggests it is not particularly important at the onset. He stated,

Over time, a certain chemistry emerges between two people who are working together toward a common goal. The mentor-protege chemistry that emerges from the performance of tasks and the pursuit of career goals on a day-to-day basis proves a stronger bonding agent than the mere attraction of personality. The

point here is that chemistry is often a result, not a cause, of the mentor-protege connection; mentor relationships develop on a much more functional basis than chemistry; and that the ability to fulfill a work role emerges as a more important determinant of mentor relationships than personality mesh. (p. 174)

#### Summary of Literature Review

In the face of business competition and the globalization of trade, corporations must look to their human resources for needed skill and talent. With the large number of women and minorities entering the workforce, organizations must utilize their resources for leadership and management development. One important aspect of this challenge is the mentoring process.

The number of women seeking management positions is increasing because of greater participation in the workplace, expanded access to educational and employment opportunities, and affirmative action programs. Mentoring relationships may not be as readily available to women as to men, however (Hennig & Jardim, 1977). A number of barriers, including lack of access to information networks, tokenism, stereotyping,

socialization practices, norms regarding cross-gender relationships, and reliance on inappropriate power bases, may hinder the development of mentorships for women (Noe, 1988).

The review of literature discusses the various functions served by a mentor relationship including the career functions, the psychosocial functions, and the selection of a mentor and protege - the qualities and attributes deemed necessary for the initiation and preservation of a relationship (Kram, 1977). Formalized mentoring programs were discussed as well as the positive effects the mentor relationship has on the organization.

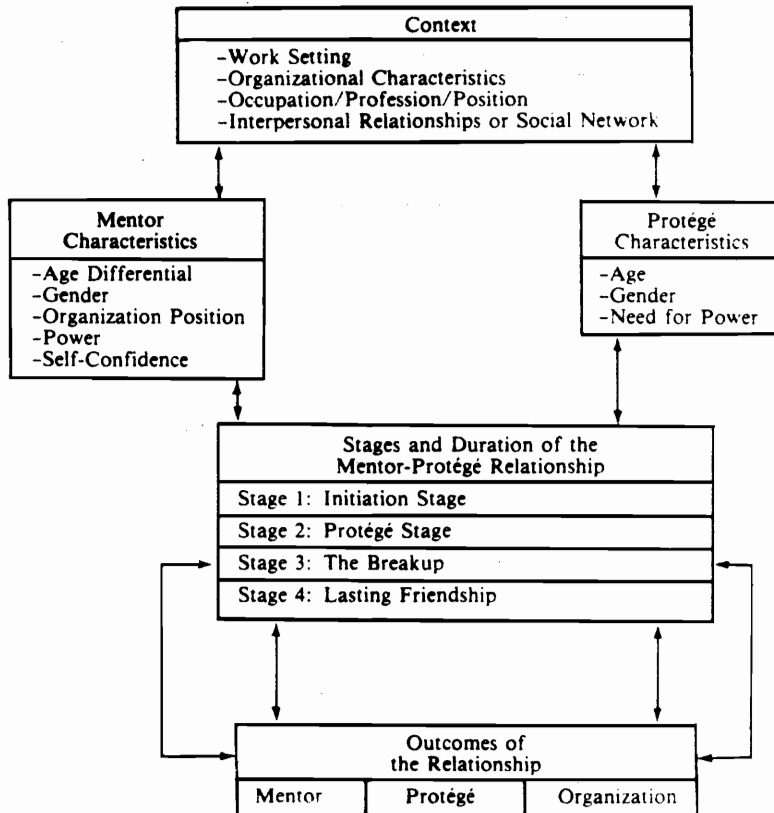
### CHAPTER 3

#### RESEARCH DESIGN AND METHODOLOGY

As described in chapters 1 and 2 there is little research-based information about females as mentors. This study focused on the mentoring styles, personal characteristics and activities of female mentors. The purpose of this chapter is to describe the methodology and procedures of the study. The following topics are discussed: (a) the conceptual framework; (b) the research design; (c) a description of the sample to be studied; (d) the data sources; (e) the instrumentation; (f) the interview procedures; and (g) the data analysis.

#### Conceptual Framework

Because so little is known about the relationship of female mentors with their male or female proteges, this research was exploratory in nature. Hunt and Michael (1983) developed a conceptual framework or model for the study of mentorship as seen in Figure 5. The framework consists of the outcomes of the mentor-protege relationship, the context within which mentor-protege relationships emerge, the



Note. From "Mentorship: A Career Training Tool" by D. M. Hunt and C. Michael, 1983, Academy of Management Review, 8(3), p. 478.

Figure 5. Suggested framework for the study of mentorship.

characteristics of the mentor and of the protege, and the stages of the mentorship process. The purpose of this research was to examine the characteristics of women as mentors, the functions served by the relationship, the impact of gender on the relationship and the influences of the organization on female mentoring activities. The study focused primarily on two components of Hunt and Michael's (1983) framework including the elements of context and mentor characteristics.

#### Research Design

Methodological decisions were guided by the premise that an appropriate research strategy emerges from careful consideration of the interaction of the problem, the method, and the researcher (Reichardt & Cook, 1979). As a result of such considerations a qualitative approach was used in this study with the paramount objective being to understand the meaning of an experience - to strive to understand how all the parts work together to form a whole (Merriam, 1988). "Qualitative methodologies," according to Bogdan and Taylor (1975), "refer to research procedures which produce descriptive data: people's own written or spoken words and observable behavior" (p. 4).

This open-ended approach did not lend itself to a carefully worded hypothesis with clearly defined operational terms. Rather, the main objective was presented in general terms, followed by a series of questions. The research was exploratory in nature, inductive, and emphasized processes rather than ends (Reichardt & Cook, 1979). The intent was not to manipulate variables or administer a treatment, but rather to observe, intuit, and sense what was occurring in the mentoring activities of women. As suggested by Sherman & Webb (1988),

The contexts of inquiry are not to be contrived or constructed or modified; they are natural and must be taken as they are found. The aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights. (p. 5)

This study was based on the premise that female mentors are an important factor in the career development of both male and female proteges. Given the substantial data regarding the importance of males as mentors in the career development of both men and women (Hennig & Jardim, 1977; Kram, 1985; Levinson et al., 1978; Missirian, 1982; Sheehy, 1976), additional research was conducted about or focusing on women who were serving in the role of mentor. The following

questions guided the study:

1. What are the personal characteristics of female mentors?
2. What functions (career or psychosocial) are provided in female mentor relationships?
3. How does gender affect the mentor relationship?
4. What effects does the organization have on the mentoring activities of women?

To respond to these questions, a qualitative research methodology was employed. A case study approach was utilized involving in-depth interviewing and the collection of data through a variety of written documents (i.e., employee handbook, mission statement, newsletters). According to Merriam (1988), case study is one research design that can be used to study a phenomenon systematically. Case study analysis is appropriate for intensive, in-depth examination of one or a few instances of some phenomena (Goetz & LeCompte, 1984). The strength of the case study approach is its ability to deal with a full variety of evidence - documents, artifacts, interviews, and observations (Merriam, 1988). According to Merriam (1988), a review of the literature revealed four essential properties of a qualitative case study: particularistic (focus is on a particular situation, event, program or phenomenon), descriptive (end product is a

rich, thick description of the phenomena under study), heuristic (illuminate the reader's understanding of the phenomena under study), and inductive (rely on inductive reasoning).

In-depth interviews provided insight and knowledge about the characteristics, perceptions, attitudes, values, and experiences of female mentors. Taylor and Bogdan (1984) defined in-depth interviewing as "repeated face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences or situations as expressed in their own words" (p. 77).

Overall, the intent of this qualitative study can be summarized in Patton's (1980) words,

qualitative research strives to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of the setting-what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting-and

in the analysis to be able to communicate that faithfully to others who are interested in that setting....The analysis strives for depth of understanding. (p. 1)

### Participant Selection Process

The mentors who participated in the study were identified through referrals from the Department of Human Resources and through department heads or supervisors in the Roanoke County Government. Participants for this study were six female mentors. The criteria for selection were: (a) the participants must have served as a mentor according to the definition as presented in the definition of terms and chapter 2, (b) the participants must be employees of Roanoke County Government, (c) the participants must have been involved in informal mentor activities, and (d) the participants must be willing to devote their time and effort in taking part in the study. The researcher selected mentors with male proteges or mentors with female proteges for in-depth interviewing.

The selection processes were dynamic, phasic, and sequential rather than static. Goetz and LeCompte (1984) reported that for qualitative researchers,

Their purposes include using strategies to expand the scope of the study, refine the questions or

constructs under investigation, or generate a new line of inquiry. Although some phenomena can be identified and characterized as salient prior to entering the field, many others emerge only as the fieldwork proceeds. Consequently, selection in qualitative research is a developmental, ad hoc procedure rather than an a priori parameter of research design. (p. 69)

#### Data Sources

The data collection for the study included these primary domains: descriptive data about the setting obtained through written documents describing organizational policy and procedures, newsletters or other documents and records giving information about activities within Roanoke County, in-depth interviews of volunteer participants currently acting as mentors, and interviews with the mentor's protege or other individuals such as co-workers or supervisors who might provide additional insight regarding the participants.

#### Instrumentation

An interview guide was used to collect data for this study. It consisted of questions in the following areas:

career information, history of the mentor relationship, functions of the mentor relationship, gender-related issues, mentoring in the organization, and personal characteristics. The questions, in the form of an interview guide, were based on information suggested by the literature review. A copy of the interview guide is presented in Appendix A. According to Patton (1980),

the standardized, open-ended interview is used when it is important to minimize variation in the questions posed to interviewees. This reduces the possibility of bias that comes from having different interviews for different people, including the problem of obtaining more comprehensive data from certain persons while getting less systematic information from others. (p. 164)

The interview guide was developed after extensive review of the literature. The guide evolved through adaptations of previous instruments developed by Collins (1983), Kram (1985), Missirian (1980) and Zey (1984). After the interview guide was developed, it was critiqued by a review panel to insure its content validity. The panel consisted of experts who have knowledge of mentors or knowledge and experience with interviewing instruments and qualitative research. The panel members were Dr. Marilyn Lichtman, Professor in Educational

Research, College of Education, Virginia Polytechnic Institute and State University; Ms. Mary Todd, Director of the Mentor Project, New River Community College; and Dr. Patricia Tracy, Program Director of Women's Studies, Virginia Polytechnic Institute and State University (see Appendix B). Modifications were made after consideration of their suggestions (i.e., clarification of questions, inclusion or exclusion of questions).

#### Interview Procedures

A pilot interview was completed to strengthen the investigator's ability to conduct the interview portion of the study. One female mentor was interviewed for one and a half hours. The format of the interview was based on the research questions and was conversational in nature. It was tape recorded and transcribed verbatim. Revisions in the interview schedule were made based on this pilot study.

The revised instrument was used to give structure to the interviews with the six mentors. The interviewer maintained a journal during interviewing and observations. According to Taylor and Bogdan (1984) the journal can serve several purposes: to help keep track of what has been covered during the interviews, to record observations (making note of emerging themes, interpretations, hunches, and striking

gestures and nonverbal expressions essential to understanding the meanings of a person's words), and to keep a record of conversations with informants outside the interview situation. After each interview, the researcher completed a "reflections summary sheet" that is found in Appendix C. Patton (1980) reported that, "The period after the interview is critical to the rigor and validity of qualitative measurement. It is a time of quality control to guarantee that the data obtained will be useful, reliable, and valid" (p. 251).

Interviews were conducted in the mentors' work setting and were tape recorded. The interview sessions followed these general guidelines: (a) introduction and explanation of purpose, (b) explanation of confidentiality, (c) questions from the interview guide, (d) closing. At the conclusion of each interview, a cassette tape recording of the interview was given a code name to insure confidentiality. Each tape was transcribed verbatim for analysis.

After all interviews were completed with each mentor, additional interviews were conducted with co-workers, the mentor's protege or significant others. Information gathered through these interviews and examination of the relevant documents were used for the purpose of triangulation of data. Triangulation supports a finding by showing that independent measures agree or at least do not contradict existing

information which has been generated (Guba & Lincoln, 1981).

### Data Analysis

The primary method of analysis for this study was characterized by an inductive process whereby data concerning the general questions were revised continually. As female mentor activities were examined through in-depth interviews of the six mentors, through interviews of significant others, and through the analysis and collection of relevant documents, themes and categories began to emerge. These themes and categories became the basis for the analysis of female mentors' characteristics and activities. This inductive process, characterized by continuous movement between data and concepts until the time when categories and themes began to emerge is referred to by Glaser and Strauss (1967) as the "constant comparative method of analysis" (p. 78).

This process included sorting the case material from the interviews, compiling data from other document sources, identifying the organizing concepts, and then clarifying the link between concepts and data through written expression. The researcher looked for "recurring regularities" in the data which were then sorted into categories. Categories were judged by two criteria: internal homogeneity (extent to which

the data that belong in a certain category held together) and external heterogeneity (extent to which differences among categories were bold and clear) (Patton, 1980). Findings and analysis of data were described through writing utilizing verbatim quotations and illustrations. All the names of participants whose quotations were cited were changed to protect their identity and to provide for confidentiality.

A final issue considered in this case study analysis was the inability of the researcher to generalize from a small sample to a larger population. The purpose of this study was to generate a number of working hypotheses which will provide guidance for future studies concerning the characteristics and informal mentoring styles of women.

#### Chapter Summary

This chapter contained a report of the methodology employed in the study of informal mentor activities of women in the Roanoke County Government. The basic steps in the research were described, including the conceptual framework, research design, participant selection, data collection techniques, and analysis procedures.

Six female mentors were selected for participation in this case study. In-depth interviews were conducted and each session was recorded on audio tapes and transcribed for

analysis. Additional data were obtained through other sources such as policy manuals, personnel handbooks, organizational newsletters, interviews with co-workers or proteges of the mentors, and other pertinent records.

The analysis in this qualitative study was done through the interpretation of themes and categories that began to emerge as the data was collected. Triangulation was utilized to assure for reliability and validity of the data. These efforts resulted in the provision of a description of the characteristics and activities of female mentors.

## CHAPTER 4

### FINDINGS OF THE STUDY

The central purpose of this study was to examine female mentors who were acting as mentors for males and other females and to provide information about how females mentor. This chapter begins with a description of the case study site and the six female mentors who participated in the research study. To gather relevant information, the interview instrument described in chapter 3 was used to conduct in-depth interviews with six purposively selected female mentors. Participants for the study were identified through various means, including volunteers who agreed to be interviewed via a mentor questionnaire, persons recommended by the Department of Human Resources, and persons who were suggested through other employees within Roanoke County Government and Administrative Offices.

In addition to the six mentors who participated, interviews were also conducted with six proteges who were identified by the mentor participants. Other interviews were obtained, with all five members of the Affirmative Action Committee, the County Administrator, the Public Information Officer, the Director and Assistant Director of the Department of Human Resources, and the Clerk to the Board of Supervisors.

Relevant documents were reviewed to give insight regarding Roanoke County Government and Administrative Offices as an organization. A list of the documents can be found in Appendix D.

The documents that were reviewed in addition to the interviews of proteges and significant others provided a means of validating information obtained from the mentors during the in-depth interviews. As described by Patton (1980) triangulation through comparing multiple data sources allows cross-checking for consistency of information and corroborating what interview respondents reported.

All interviews were conducted in the work environment of the employee. As described in chapter 3, a reflections summary sheet was completed after each interview and a journal was kept throughout the data collection process. The in-depth interviews lasted between one and two hours. Each tape recorded interview session was transcribed by the researcher within 48 hours of the interview. The researcher found this extremely beneficial in the analysis of the data by allowing for additional reflection and for detecting emergent themes as they evolved. It also enabled the researcher to note changes in the mentors' voice inflections and variations in moods or expressions as pertaining to the subject of

discussion.

The final portion of this chapter presents a description of the findings that related to the questions which guided the study:

1. What are the personal characteristics of female mentors?
2. What functions (career or psychosocial) are provided in female mentor relationships?
3. How does gender affect the mentor relationship?
4. What effects does the organization have on the mentoring activities of women?

#### Description of Site

Roanoke County is governed by a five member Board of Supervisors, each representing a magisterial district of approximately 15,000 citizens. The Board is the policy-making body for the County, and determines the goals and objectives necessary to provide services to the citizens.

The day-to-day operation of the government is handled by a county administrator, who is appointed by the Board of Supervisors. The administrator's responsibilities are to submit an annual budget and to implement various programs after the budget is approved. The administrator supervises the County staff and is ultimately responsible for the

provision of services to the citizens. A diagram of the administrative organization for the County of Roanoke can be found in Appendix E.

Roanoke County employs 604 employees; 107 are classified as exempt (job duties of an executive, administrative, or professional nature) and 497 are classified as nonexempt. A summary report on minority and female employment which is found in Appendix F reveals that there are 43 minority employees representing 6.7% of the workforce and 251 are female employees representing 39.2% of Roanoke County's workforce. The majority of minority employees are utilized in the service and maintenance field, whereas the majority of females are in the traditional occupation of administrative support. An Affirmative Action Plan was implemented in 1989 designed to promote employment and upward mobility for women and minority groups. A synopsis of the Affirmative Action Plan can be found in Appendix G.

#### Description of Mentors

All of the mentors were asked to complete a background data sheet as shown in Appendix A. Five of the mentors were willing to answer the questions while one individual was not comfortable with divulging the information, and therefore, did

not complete the data sheet. The age of the mentors ranged from 28 years to 48 years. All of the mentors were Caucasians. Their proteges included five female Caucasians, one male Caucasian and one black female. Four were married and two were divorced. Four had children ranging in ages from two years to 24 years. Five of the mentors had grown up in families with both parents whose occupations were varied: farmer, homemaker, teacher, manager, salesperson. Three were raised in a rural environment and two in cities. The educational background of the mentors varied. One had a high school education, one had two years of college and technical training, one had a Bachelor's degree in business, two had Master's degrees in liberal arts, and one had a Juris Doctor degree.

The positions of the mentors included the following: Assistant County Attorney, Clerk to the Board, Director of Finance, Appraiser, Assistant Recreation Supervisor and Supervisor of Recreation. Their incomes ranged from \$25,000 to \$51,000.

#### Questions that Guided the Study

Question 1 - What are the personal characteristics of female mentors?

The last section of the interview guide dealt with a self description of personality and how the mentors believed others perceived them. Even though this was the last segment of the interview process and a comfortable rapport had been established between the researcher and interviewee, interestingly, five of the six mentors had difficulty in describing themselves. One mentor said, "I don't think I could do that? I don't know. What do you want me to say?" In some cases a great deal of probing was necessary. In response to the question, "how would you describe your personality?" one mentor said,

I would describe it as easy going and I like to get people to agree on things. I hate to get into arguments - as opposite from confrontational I guess as you can get. I'd rather work together. And I think I'm fairly well organized and I can encourage people to do a good job.

This same mentor's male protege described her this way, "She is the most relaxed person I've ever seen - very calm. She is always on an even keel and keeps you on track."

Two of the mentors described themselves as being more outspoken than the other people they work with. One described herself as,

Murphy Brown - I tend to be a strong personality to put it calmly! I am sure that there are a number of people who would say that I tend to be

unforgiving of mistakes. I would also like to think there would be a number of people who think I'm a very understanding person. Firm advocate of women - firm advocate! And would be willing to do a lot to help women promote themselves. Die - hard liberal - I mean, just a card carrying liberal! Direct, probably too direct! I'm not a real good politician. I guess I don't want to be or I would be!

Two of the other mentors described themselves a bit differently,

Bitch (laugh). I - it's easier for me to describe myself in negatives than in positives. I think of the way I should be or would want to be, but I'm non- this or non- that. I have a tendency to do that. I am nonaggressive I think - certainly not as aggressive as I would like to be. I'm a little bit shy, which I know seems odd to you. I can talk with you in this type situation, but not in a social setting. I have trouble making conversation.

Being shy was repeated by another of the mentors,

On the Myers-Briggs I'm an INFP (introvert, intuitive, feeling, perceptive). I'm very shy until I know people. I have no trouble running a large meeting, but don't send me to a cocktail party by myself and expect me to make friends because I won't! I will sit in a corner until I recognize someone and then I'll go and latch onto them.

When the mentors were asked to describe how others perceived their personalities or viewed them, numerous words were used such as fair, honest, neat, organized, responsible,

nice, compassionate. One mentor said, "Depends on who it is. Trouble maker probably - the person who will not be satisfied with good enough - who wants perfect. I'm a questioner, real inquisitive. Snappy at times...become angry and emotional."

Mentors described their weaknesses as the inability to be confrontational, overly sensitive, lacking patience, lacking tolerance and not wanting to be around other people.

When questioned about their recreational activities and how that time was spent, two of the mentors who had young children both commented,

What free time? About all - when I'm not here, I'm at home with the kids. I very seldom have time for myself and that's something I wish for. I find that the way I need to get it, is to take a day off from work to do it. Because...if I'm at home, then they all want to be where I am. They are all extroverts and I'm an introvert and I can't get any time to myself. They want to be with me wherever I go!

I like to read, but don't have that much time for it. I spend time with my son, read books together and go to Show Biz Pizza.

Those who did not have young children were involved in diverse activities and held unique interests. One mentor described all of her involvements...

Horses, first and most endearing love of my life. Yes, I have hunters, ridden and fox hunted and shown horses. My parents got me a pony when I was 7 and they thought in 5 weeks, she'll lose interest - that was 35 years ago. Art, calligrapher, papermaker, needlepointer, cross-stitcher, knitter, and a little

bit of a toll painter -sign language person, communicator with the deaf, part-time auto mechanic, part-time farmer, drawing, fine art -that's about it.

Another mentor without children said, "Skiing, water or snow, horseback riding, reading, watching TV, playing with my animals (5 cats and 2 dogs). They are my children."

All of the mentors were involved in professional organizations related to their field of work. Some of the organizations included: Local Government Attorney's Association, Recreation and Parks Society, Roanoke Museum of Fine Arts, Virginia Registry for the Interpreters for the Deaf. Three of the mentors held leadership positions within their professional organizations. One served on the Board of Directors of the Virginia Municipal Clerk's Association, another served on the education committee of the Government Finance Officer's Association and one was an officer in the Virginia Association of Assessments.

Question 2 - What functions (career or psychosocial) are provided in female mentor relationships?

The career functions of sponsorship, exposure and visibility, coaching, and challenging assignments as described in chapter 2 were present in the mentor relationships in varying degrees. The coaching function appeared to be the

most prevalent, occurring in all of the mentor-protege relationships. The issue of understanding "office politics" was mentioned by two of the mentors as being an important role or contribution they could make. One mentor described it this way,

I think I've helped her get thick-skinned. When you work with politicians you learn to take flack. Every mistake is a mistake that they didn't make. I'm more aware of office politics maybe than she is.

Another mentor said,

We've talked a lot about office politics. The office politics - he doesn't see it. The group he's relating to - I relate to them also. But the other group I have more problems with - the management team - he doesn't really relate to them. I like to give him a background of what's actually going on "behind the scenes" so that he'll know where to be careful - where he can go ahead.

Each of the mentors encouraged their proteges to continue their educational pursuits. One mentor expressed her encouragement this way,

I encouraged her to go to school with me - to take a few courses in the Master's program at Hollins. I'm trying to get her to go back now. I want her to go to law school. She would make an excellent attorney! She's one of the smartest people I know.

Another mentor commented that her protege may not have earned her CPA if she hadn't pushed her. She described it this way,

I was pushing for her future - for advancement purposes -that it's a lot easier, especially for a woman, if you have an advanced certificate or some kind of technical certificate. That will get you as far as a regular degree for a guy.

Another interviewee said, "I think I've pointed her in the right direction as far as advancement in the area of assessment."

Three of the mentors described how they had provided challenging assignments for their proteges and instilled the confidence that they needed to take risks and venture into added responsibilities. One of the mentors said, "Partly, I'm building her self confidence. Yeah, you can do that - don't bother to check with me on everything. Make your own decisions, inform me, but don't ask if you can."

The special circumstances of another mentor allowed the protege to take on additional assignments because of maternity leave.

I got pregnant so she had to do all my work while I was off. That really helped her. I tried to show her everything that I was doing so she'd get an overall background in what was going on. About three months...she came over to my house about every day so we could work on whatever needed to be done.

Another mentor described her assistance this way,

I don't think that I have done anything to assist Sue...no more than she would have done anyway. But now that she is doing more in her job...her

responsibilities have expanded so she's into things that she does not know as well as what she was doing before. So she comes to me.

In most cases the challenging work assignments led to sponsorship of the protege for other responsibilities preparing them for a new job title or advancement. One protege had become a paralegal as a result of the mentors' recommendation to the County Government.

I think our present situation - where she's going into the Clerk's office for a half a day to do paralegal work is a result of my contribution. I think Peter was inclined to refer that work outside the office to another attorney. I made the suggestion Sarah was qualified to do it - why not allow her to do it?

In the case of another mentor, the challenging work assignments that led to sponsorship had in turn provided for networking opportunities for the protege.

One of the things I've done - the Board meetings I've always attended unless I was sick or out of town on vacation - whatever...and I had fallen behind on minutes. Brenda used to come and attend and assist me. Well, they put this rule into effect that only people who should attend County Board meetings on County time were those that had a report or the absolute need to be there. So, she was eliminated from the option of attending. So I said, "let's solve this problem." Every fourth meeting - you will be responsible for the entire meeting You will take the minutes. You will make it an evening meeting so that you will be eating dinner with the management people and you will attend the management team meeting, agenda staff meeting. You will take

responsibility for the entire two week process - every fourth meeting. And I said, "A. -I get tired of it -keeps me from burning out, and B. - it gives you exposure and growth."

Not all the mentors looked at their role within the career assistance function as being that of helping their protege move up the career ladder. One mentor described her feelings this way,

I guess I'm going to have to look at career in a little bit different kind of terms. If you're looking at career as advancing - job title - monetarily - I can quite honestly tell you...I don't think I've been a mentor.If you are talking about learning to look at yourself as a professional as opposed to a paraprofessional, skilled or unskilled laborer - I think I have done some things to help. But I see career differently in that regard. I don't look at career as climbing the corporate ladder.It's feeling as if you accomplished something - that you had been of "use" in this career. That's up to you to decide. It's not something anyone else can decide for you - nor should they. If your goal is to climb the corporate ladder and you are willing to do whatever it takes to climb the corporate ladder - then knock yourself out - go for it!

The psychosocial functions of role modeling, acceptance/confirmation, counseling and friendship were well developed in five of the six mentor-protege relationships. The psychosocial aspects of these relationships were evidenced throughout the interview process in addition to the informal observations of personal interactions between mentor and protege. Five of the six mentor relationships extended beyond

the workplace into social settings. Mentors made comments like,

I depend on her emotionally as a friend. I can talk with her professionally and personally which means a great deal.

Well, she was going through a divorce around this time and we spent a lot of time together on that. We've talked a lot about personal stuff.

Oh, we do wild things together - like go have a Coke, gossip - big time here - go off the deep end. We go to her house and watch a movie.

One of the things we've discussed is when we have problems with our children.

Well, if I needed anything, Dedra would be right there. We are that close. There are not a lot of people you can just tell everything to - expose yourself to.

When asked how long they thought their relationship would last, most often the mentors responded "as long as we continue to work here." Most felt they were not good at keeping "in touch." Two mentors saw their relationship lasting long term and responded to the question by saying,

I hope forever, with any luck!

I'd say, we'll probably keep up with each other until we're in our rockers. I think we've even talked about that. I look forward to it - sitting in a rocker - laughing about everything we've gone

through together -times to laugh about - we'll be sitting out there in our rockers hollering with laughter!

Question 3 - How does gender affect the mentor relationship?

Gender, as viewed by the mentors, affected not only how they felt about their own protege, but the availability of obtaining a mentor as well. One mentor believed that having a mentor was based more on initiative rather than availability or whether they were male or female. Five of the mentors believed women did not have equal opportunities for having a mentor because of their gender. One mentor responded,

To be honest, I'd have to say the availability for women to have a mentor is poor. I think that the idea of women as professionals is such a new idea - we don't have a lot of role models to go by. A lot of times the role models we have are not people we'd like to be. We see women who are basically pretty people or women who are trying to be men. They do not bring strengths of femininity into their professions. The first thing we must do is recognize our strengths. We're still trying to do that under a basically male oriented system. And my attitude is not to knock down that system - it certainly has its strengths. Guess my attitude on that is - you have your strengths - my ways of thinking have their strengths. There's room enough for all of us and there's a need for all of us.

Another mentor stated her views on the opportunity of mentors for women,

No, not at all. Guys get together and go out to eat. They go out for a drink afterwards and they

play on the same baseball teams - that kind of thing. I don't think females do that. I think that men forge closer working relationships than women particularly when you get up in the management level - there is a sense, a little bit of a sense of threat. Also, there are more men so it would just be easier to be a mentor if you are a male.

One mentor suggested the reason for fewer mentors for females, "I would say maybe because there are more men in management and not as many women." Another mentor felt their relationship was built on the basis that they were both female. She said, "I was a woman. The main reason she came to me was that she could talk to me. She felt comfortable with me because I was a woman."

One of the proteges said she had formed close relationships with both attorneys who had been female, but she commented about the male attorney in her office, "I've had different relationships with Sarah and Becki. We discuss work, taking classes and have a friendship, but not with Peter. There might be sexual overtones or be misconstrued."

When the mentors were asked if they felt any obligation to help other women because of the special conditions women face in the workplace, all expressed a kind of understanding and empathy. One mentor stated her feelings this way,

Not so much an obligation as a desire. I grew up in a family where my mother worked outside the home - had a career. It was nothing unusual. It was perfectly normal, in fact abnormal if you did not

go to work or college. I was encouraged to go beyond that and I had lived my whole life that way. Then all of a sudden, I was being told ...well, you're a woman - you're not supposed to be doing this. Now someone didn't come right out and say this to me, but it came across in very subtle ways. Then I thought - no, I'm just being paranoid. But it's happened too often and too long for it just to be paranoia. So I've seen it with respect to myself...I've seen it with respect to other women and I know what they have to fight against. And if I can help someone else then I'm going to do it.

Another mentor felt she was more interested in helping other women because,

I realize that women have a lot more responsibility than men do - like the management team I work with. I'm the only woman with kids and the other guys...their wives don't even work. So, on top of keeping up with everything that they're doing, I've got to run home and fix dinner and do all the other stuff that they don't have to do. So it's almost like I'm the only one with this double load on top. Although there are a lot of other women outside the management group that are doing the same thing. So, I think they're doing more than the guys. So it makes me feel...you'd like to help out in a special way - especially the ones who are working on pay scale raises and ones that are single parents. I don't see how they do it!

Finally, from the interviews it became apparent that because these were women relating to other women, they had a great deal more in common, which in turn forged deeper friendships. When asked the question, "how does being female affect the relationship with your protegee?" the mentors

responded in various ways,

One hundred percent dependent on it. I think women are taught from the cradle - I'll sound awful - to compete for a man and those of us who could be our strongest advocates are too busy competing with us - even if it is not a competitive situation. We tend to make it a competitive situation. And that really sounds bad. I hate to say that, but I think particularly younger women - until women are in their 30's or so - you don't learn to think of other women as your best friend. They're your enemies and that's sad - real sad.

Well, it probably affects it to the friendship point, where I am more friends with the female than with the male one. I would assume I would probably be more of a role model for a woman than a man. I guess he would be more interested in the career help than friendship.

I think I am someone she can identify with as far as children, housework and school. I can't imagine her having two kids and doing it all - I have only one. I really admire someone plugging away and having that much on them. She has tremendous responsibility.

Question 4 - What effects does the organization have on the mentoring activities of women?

During the research study this question was expanded to include not only mentoring activities of women but, in general the effects of the organization on the career development of women within Roanoke County Government. In describing the work environment words like friendly and cooperative were

frequently used. Most of the mentors quickly emphasized the need to describe separately their immediate Department and Roanoke County as a whole. Four of the mentors described their immediate work environment,

It's a creative, home-like environment. We are all different and we're all unique.

I think we have a team approach in our little Department.

Hectic...friendly for the most part. I have a lot of respect for my boss and we have a good relationship.

It's pretty close to idyllic. It is based on the philosophy that everyone who does their work here is a sane, reasonable, competent human being who is capable, and well, most of the time capable of making sound and competent decisions.

When the mentors were asked to describe the work environment of Roanoke County Government as a whole organization and the support they felt they received, it was quite a different characterization. The mentors had these things to say,

Roanoke County does a lot of good things - establish and facilitate good programs. I am not so sure that the administration is really that supportive. The

things that they really make an honest, all out effort to try to do for employees are negated because - okay, we're going to set up this program for you, but we have to watch you.

As far as my work relationship within the County, I have zero respect. I hate it! I feel like it has moved me as far backwards as I can go and overall it makes no difference what you do, it's wrong.

The mentors were asked specifically if they felt the organization was supportive of the career development of women. The mentors responses were,

I think some departments are more interested than others. I think they could do a lot better.

Well, we are talking about it a lot right now. I think a lot of it hits the same problem - they are doing a lot about Affirmative Action, training, encouragement, but there is really no position unless somebody should leave - for them to move into.

No, I think they could care less. I think they are intimidated by women in higher level positions. I think the upper level employees here are threatened...they feel threatened by women in higher level positions. I think they think it hurts them in their success...I'm not sure what the right word is...they think it hurts them to have any respect for women. It makes them look bad too...makes them look bad to show women respect. It's okay to show respect for a County man. I mean I've worked in real estate long enough. I have four years of college, three years for Juris Doctorate. I've practiced law for five of those 12 years, but I'm

as qualified for my position as anybody around here that I know of. And yet, my position...I am equated with Sarah (secretary). Not only because we are friends, I hear, but because I'm a woman. And I'm sure of that.

No, they weren't interested in mine.

I think they put on a real good front. I think there is the pretense to be concerned - "we do all we can to help women."

One of the Affirmative Action Committee members concurred that there were few opportunities for advancement, but felt this was the case for both men and women. She said, "Upward mobility with the County is very restrictive, but it is common for all employees. Some people are promoted without a degree - there are no standards of application across the board - for men or women."

Finally, the mentors were asked to respond to their thoughts regarding Roanoke County Government's interest in supporting mentor relationships. All of the mentors agreed that informal mentoring was occurring, however they did not see Roanoke County actively promoting these relationships for career development purposes. Three of the mentors responded,

Individually, yes, but as a whole policy - no. I think certain directors, certain department heads encourage it strongly, but as a policy - no.

No, not at all. I think it's an idea that is so new, they don't realize or recognize how to support it -if that makes any sense.

I don't think so really. I've never really heard anything about them here. I guess it's just with individual people - if they are interested in helping other people. But it's not something that is a conscious county-wide effort.

### Emergent Themes

The triangulation of data secured through observations and documents and through interviews with the proteges and other employees within the organization, revealed themes which appeared consistently with the mentors and with their relationship with the organization and their proteges. These additional data sources validated the perceptions as described by the mentors and also created supplementary insight into the values, attitudes and perceptions of the female mentors.

One theme that emerged as the interviews progressed was the mentors' modesty in assuming the role of mentor and also the uncertainty if what they were describing was, in actuality, a "true" mentor relationship. They were almost apologetic for calling themselves "mentors." A mentor commented, "I don't know if you'd really call it that or not, because I don't really think of it as something you

consciously do. It's just taking an interest in what people do." One protege who was interviewed said, "I guess I have had mentors while being employed here, but hadn't seen them as such. Before, I always considered them 'just friends'." Other mentors said,

I really don't think that I have done anything to assist Sarah. . . no more than she would have done anyway.

Well, I think "mentor" may be too strong a term. I would like to think that I had encouraged other employees to follow their dreams.

Another theme that emerged was the outspokenness of these women, their honesty, their straightforwardness, their lack of fear in saying to superiors what was on their mind. One protege said other people in the organization refer to her mentor as that "damn feminist" because she says what's on her mind and also because she did not take her husband's name. One mentor describes herself this way,

I would describe my personality as more outspoken than the other people I work with. Maybe the department head doesn't like for me to speak up. I think some of the men are more afraid. They're scared - afraid they'll lose their job and not be able to make the mortgage payment. They are so worried about what will happen. For the most part, if something needs to be changed, I'll say it.

One mentor who is one of three women on the predominately male management team says,

Sometimes, Reba and I get frustrated because we are a lot more vocal than the rest of the group. Sometimes we're the only ones that will argue with \_\_\_\_\_ (county administrator) and we're not sure if we should be doing it or not.

An Affirmative Action Committee member described one mentor this way,

I have this feeling about Donna...that she is very secure in her position...in herself.

Another theme that became evident as the data was gathered was the mentors' concern for equality between employees regardless of their position or status. They were especially sensitive to the inferior, subordinate attitude people displayed toward secretaries. Numerous comments by the mentors revealed their thoughts regarding equality or the importance of viewing all persons as important and equal regardless of a title or a task.

I respect secretaries as much as anyone in the world, but I think it has derogatory connotations - which mainly comes from men. So I hesitate to use that word for Sarah.

I think we all have, or a lot of people have a derogatory attitude toward domestic engineers or those who manage a household, but as far as I am concerned that's the hardest work in the world because you have no support.

The management style of those mentors who held administrative positions revealed a similar type of attitude - one of freedom and trust, not authoritative but participative. Mentors expressed their management style this way,

Last year we were putting in a new financial system and that's a pretty major project. It takes eight or nine months to do it and I was thinking I would have to put it off because I was so busy. But Peter said, "No, I'll do it myself." And he did it himself and did a great job of it. I could have said, "No, you can't do it, I want to do it." I'm just not standing in his way. I feel like I can trust him to do a lot of things. And it's real hard to find somebody like that.

I think I am real fair and I listen well to them when they bring things in. I let them go ahead and I don't sit on top of them and manage everything that they do. I let them go ahead and do it the best way they think it should as long as they come up with the end result. I don't like to tell somebody else how to do something.

My director who was my mentor and was an example for how I manage today...he gave us respect. He allowed us to go out and to do our jobs - make sure they know what they are responsible for, but then let them do it. It's so simple. He was simple. Some people make things so complicated.

We have a team approach within our group.  
I treat everybody fairly.

Two proteges described their mentor's management style this way,

We have a very open relationship. She gives me the space to grow as I need and the freedom to implement. She has an open door policy and is never too busy to talk - she always gives you time. I think she is the most relaxed person I have ever seen - very calm.

I can honestly say this is a rankless place to work. We do everything from fix the plumbing to answer the phone to go to meetings. I don't feel that anybody here gets any worse job than anybody else.

She is so pleasant to work with - such a professional. If I could copy anybody, I'd copy Donna.

Another theme that presented itself relates to the circumstances that brought the mentor pairs together initially. It was the proteges who made the initial contact in four out of six instances. All of the mentors mentioned words like initiative, determination, willingness to try new things, honesty and attitude as being the reasons they chose to mentor their protege. Interestingly, personality or

getting along with the person was not a major factor. The mentors made comments like,

Willingness to try new things. Attitude...I'm hung up on attitude. Her attitude is good. She'll do "grunge" work or if I say "you ought to try something new," she'll say, "great, give it to me -I'll try."

Paul was real interested in learning all he could and doing as much as he can. I really like to see people who have a lot of initiative and like to tackle tough problems.

Well, she is a very determined person and professional.

She showed a lot of interest. She showed initiative right off the bat when she came here.

I could see that she took initiative and was responsible. It was a lot more than a quote, unquote - "secretary."

Honesty and desire. Honest communication.

Finally, the views of women about other women and how women handled conflict presented themselves with regularity.

Several of the individuals interviewed didn't feel that women handled conflict very well for a variety of reasons, nor did they feel that women were always their own best friends. One of the Affirmative Action Committee members said, "I'm not sure women encourage one another. They compete with one another." One of the mentors responded,

Yeah, I think women need to be less jealous of their own territory. I've seen it somewhat here in some positions - jealousy regarding their own power - their own position. To me they should be encouraging the people under them - especially other females. Sometimes women in management positions are bigger snobs than men - towards those who aren't in management. I got where I am - an elitist attitude. I think there is a real power struggle everywhere I've seen women.

Another mentor said,

I have heard the attitude of some women - "that I had to struggle to get here - why shouldn't everybody else?" I think that the single-minded drive that it takes to reach the top for a woman has to be twice as much as it does for a man. And therefore, they are so single-minded that they don't consider anybody else. You'd have to be a bit selfish and you're not going to consider anybody else.

In regard to conflict, one mentor had this to say,

Nobody wants to get in a shooting match. Particularly women. I think women really back down from conflict. We deal with conflict very poorly

because we've never been taught to - especially women in the South. Part of our job was to smooth things over - to keep things on an even keel. That was one of our great strengths. I'm not saying that men deal with conflict any better. I just think men's conflict is more accepted by the society than women's.

Another mentor discussed how difficult it was for her to handle confrontations and conflict. She says,

Well, my weakness is when something comes up that I really need to be confrontational, it just kills me! I usually put it off as long as I can and if I can get somebody else to do it. But then I have to go ahead and do it eventually. I'll have a headache and a stomach ache for a day.

The theme of professionalism appeared in the observations and actions of the female mentors. The mentors' involvement in professional organizations related to their field of employment revealed their interest in keeping abreast of current issues pertaining to their expertise. In addition to the organizational involvement of all the mentors, their offices reflected a sense of their professional facade: well organized, computerized, neat and businesslike. Two of the mentors who worked in recreation had office spaces that clearly expressed their work and interests - crafts and art work.

The work areas of the mentors reflected their work image and personality traits as did their dress. The researcher brought the mentors and proteges together for a luncheon with its purpose being to show appreciation for their involvement in the mentor project and to organize a women's network for Roanoke County Government employees. All of the women came dressed in business attire revealing the importance they placed on professional image among peers.

Lastly, the one area in which there was unanimous consent by all persons interviewed was the lack of mobility for women in their career development within Roanoke County Government. Listed below are some of the comments which were made by various individuals. One of the mentors said,

Well they (Roanoke County Government) are talking a lot about it right now. I think a lot of it hits the same problem -that they are doing a lot about Affirmative Action, training, encouragement...but there is really no position for [sic] unless somebody should leave. There's the Affirmative Action program right now, which they are having some programs...but I don't know if its not just a lot of talk.

Several Affirmative Action Committee members responded,

There are no career paths for women. In the lower levels there needs to be more support. In the higher levels, it's hard because there are so few positions.

Upward mobility within the County is very restrictive.

I think management is more concerned with women than minorities.

Two other department heads who were interviewed said,

Women get ahead only in the traditionally female fields, where they are managing other women i.e., social services, library, finance.

There are not many opportunities for women in Roanoke County Government. Many of the positions are filled from the outside.

The county administrator himself stated,

I came from Chesterfield County close to Richmond and I can honestly say, the Roanoke Valley is about ten years behind when it comes to attitudes about women and minorities. I'm trying to change that, but I'm having a hard time. Sometimes I think it's easier to build a whole new organization instead of trying to change one.

In contrast to the views of the mentors and others with regard to what was occurring in the organization, clearly the written and formal policy of Roanoke County Government as

stated in the Employee Handbook is,

Roanoke County is an equal opportunity employer. It is the policy of the county to follow a practice of non-discrimination. Employees of the county and applicants of employment are afforded equal opportunity in all aspects of personnel management regardless of race, color, religion, age, sex, national origin, political affiliation, handicap or disability or veteran status.

Finally, the policy statement signed by the county administrator on December 10, 1985 states,

Roanoke County is an equal opportunity employer. It is committed to a policy of non-discrimination by incorporating sound merit principles in all aspects of personnel management affecting employees and applicants...This policy will be followed in recruiting, hiring, and promoting into all job levels. The policy will also pertain to transfer, demotions, reallocation, compensation, benefits, layoff, training programs and accessibility to and use of County facilities.

The complete policy statement is found in Appendix H.

Even though there was a great deal of dissatisfaction over career opportunities, the researcher was impressed with the emphasis and support for continued education within Roanoke County. The written policy in the Employee Handbook states,

It is the policy of the county to reimburse an

employee for coursework or training which will aid in the present position or enable the employee to be promoted to a higher position.

A complete copy of the Educational Aid and Educational Leave Policy can be found in Appendix I.

While the researcher found numerous people taking advantage of this policy, there was also some dissention among individuals because of the disparity over who received support. An Affirmative Action Committee member stated,

There is a huge difference in training between upper level and lower level employees.

One of the mentors had a major complaint about the way her department had handled her continuing education goals,

I designed many of the classes I took at Hollins so that I could learn more about the programs here. And they have here-one can get reimbursed for going to school. I didn't get reimbursed - I didn't get any time off - I didn't get any recognition whatsoever! And as a matter of fact, my boss told me that Roanoke County would not pay for my education period -would never! She's my boss! It was intimidating to her that I was going to school.

Chapter Summary

This chapter described the process of data collection and the selection of mentor participants who volunteered for the case study in Roanoke County Government. The findings that were presented included the personal characteristics of female mentors, the functions (career or psychosocial) provided in female mentor relationships, the effects of gender on female mentor relationships, the effects of the organization on the mentoring activities of women and the emergent themes that presented themselves. Triangulation of data sources was incorporated from interviews with the mentors, proteges, co-workers, written policy, the employee handbook and other documents. Verbatim quotations were used to corroborate and support the findings.

Patterns and themes that presented themselves in the research included the mentors' modesty in acknowledging their role as mentor, the outspokenness and directness of the female mentors, the mentors' concern for equality among co-workers, the mentors' participative management styles, the mentors' views of women's ways of handling conflict, the professionalism exhibited by the mentors, and the mentors' concern with the lack of mobility and career development of women in the government of Roanoke County.

## CHAPTER 5

### SUMMARY, INTERPRETATIONS, AND RECOMMENDATIONS

A summary of the study is presented in this chapter. It contains a review of the problem and a synopsis of the findings. Also included are interpretations of the findings and recommendations for action and future research.

#### Summary of the Study

The purpose of this study was to ascertain the personal characteristics, activities, and mentoring style of female mentors. Specifically the research was designed to determine the personal characteristics of female mentors, the functions (career or psychosocial) provided in female mentor relationships, the effects of gender on female mentor relationships, and the organization's impact on informal mentoring activities of females.

#### Sample

The sample consisted of six purposively selected female mentors within Roanoke County Government and Administrative Offices who were currently involved in a mentor relationship or who had served in that capacity within the past year. The

interviewees were selected via a mentor questionnaire distributed within the Roanoke County Government or through recommendations by the Department of Human Resources and other personnel. All of the mentors were white and ranged in age from 28 years to 48 years. The positions of the mentors included the following: Assistant County Attorney, Clerk to the Board of Supervisors, Director of Finance, Appraiser, Assistant Recreation Supervisor, and Supervisor of Recreation. Their incomes ranged from \$25,000 to \$51,000. The length of their employment with Roanoke County Government ranged from one year to 14 years.

#### Data Collection and Analysis

Data for this study were collected through in-depth interviews with each of the six mentors using an interview guide that was designed by the researcher and reviewed by a panel of experts. The interviews were tape recorded, transcribed verbatim, coded, and analyzed. The responses to the interview guide were analyzed qualitatively by examining and categorizing the transcribed responses.

Triangulation of data sources was utilized to validate and corroborate information given by the mentors. The additional data sources included six of the seven proteges who were identified, five members of the Affirmative Action

Committee, the County Administrator and other County personnel. Documents were reviewed such as Roanoke County's Affirmative Action Plan, the Employee Handbook, newsletters, minutes from the Affirmative Action Committee meetings, the 1990 Annual Report, and other relevant sources.

### Findings

#### Question 1 - What are the personal characteristics of female mentors?

The six white female mentors ranged in age from 28 to 48 years. Their educational backgrounds were varied and ranged from a high school graduate to one mentor with a Juris Doctor degree. Their positions included Assistant County Attorney, Clerk to the Board of Supervisors, Director of Finance, Assistant Recreation Supervisor, Appraiser, and Supervisor of Recreation.

The most obvious personal characteristic that stood out in describing the mentors was their outspokenness and directness. It was a trait which all had in common; however, that outspokenness was expressed in different styles depending on their personality type. There was no consensus among the mentors with regard to personality. Two described themselves as shy and introverted. Two described themselves as easy going, even tempered. They used words like fair, honest,

neat, organized, responsible, and compassionate to describe themselves. All of the mentors were involved in a variety of recreational activities. There was a definite difference between those who had small children and those who had no children or older children living outside their homes. Those with children spent most of their time outside of work doing "kid things" or "family things." Those without children held numerous interests, including participation in a variety of sports and arts. All of the mentors mentioned a strong interest in reading in their spare time. The six mentors were all committed to professional organizations related to their career. Two held leadership positions within their local professional organization. Two mentors mentioned being involved in church activities, and one mentor taught Sunday School. None of the mentors mentioned any type of civic or political involvement.

Question 2 - What functions (career or psychosocial) are provided in female mentor relationships?

Both the career and psychosocial functions were a part of the relationships these six mentors had developed with their proteges. The career functions of sponsorship, exposure and visibility, coaching, and challenging assignments were

present in the mentor-protégé relationships, but in varying degrees. The coaching function appeared to be the most prevalent with all mentors serving in this capacity. Encouragement was a word they used often in describing a function they had provided. The psychosocial functions of role modeling, acceptance and confirmation, counseling, and friendship were fully developed in most of the mentor-protégé relationships. The one mentor who had both a male and female protégé recognized the difference in this part of their relationship. She said this about her male protégé,

It's a little different with a guy. With the girl, it is more of a friendship relationship. It may be because he's more reserved than Reba and Patty, but I don't sit around and talk about personal stuff with Peter like I do the others.

The male protégé confirmed this by saying, "I don't talk about a lot of personal things at work. Sometimes we discuss what we do on weekends."

One other mentor did not have a fully developed friendship outside of work, although the two of them would often discuss things they had in common. The mentor had this to say, "Our fathers both work for the City. I talk to her about that. They work in the same building and we're the only ones in the department with small children. Sometimes we eat lunch together - occasionally."

A large part of the development of the psychosocial functions of these relationships centered around things the mentor and protege held in common with each other. The mentor-protege pairs either had age, children or similar life experiences in common, which prompted them to converse and share. One mentor described the things they had in common with each other, as well as life events that had paralleled in their lives,

Besides the fact that we get along - we share things - we're about the same age. Our husbands, it's really unique - we're the same age within six months of each other. She has a 24 year old, 22 year old, and 17 year old. I have a 24 year old and a 22 year old. Her husband is in sales - my husband is in sales. She was going to be laid off from her job at Sav-a-Stop - me, the GE plant closed. Our husbands both coached sports.

Question 3 - How does gender affect the mentor relationship?

The interviews of the mentors revealed that the psychosocial functions of the relationships which were fully developed could be attributed to gender. Because it was women dealing with women, they had greater understanding and empathy with regard to one another concerning the special circumstances females encountered in the workplace, in addition to balancing work, family needs and home management. Four of the mentors believed women did not have equal opportunities for obtaining a mentor as men did. They

attributed it to fewer women in management positions, lack of socialization in work ethics, office politics, and women's personal struggles with other women.

Question 4 - What effect does the organization have on the mentoring activities of women?

When asked to describe the work environment, the mentors were reasonably satisfied with their immediate departments, describing them as cooperative and team oriented. The description of Roanoke County Government as an organization was not as positive. They described it as a "friendly" place, but found it to be more restrictive and not supportive of the career development of women. All the mentors and others who were interviewed believed informal mentoring activities were occurring, however they did not see Roanoke County Government actively promoting mentor relationships for career development purposes.

Emergent Themes

Triangulation of data secured through written documents, observations and interviews with proteges and significant others, substantiated the mentors' testimonies. Through the

combination of these sources and "constant comparative analysis" as referred to by Glaser and Strauss (1967), themes and patterns began to emerge. One theme that presented itself was the mentors' modesty in assuming the role of "mentor." They were hesitant about taking the credit for fulfilling that role. Another theme which became apparent was the strength expressed through the character and personality of these women. The women's strength was demonstrated through their outspokenness, their honesty, their directness, and their actions. A third theme that emerged was their concern for equality and the view of all persons as important and equal regardless of their gender, title, or their job description. Out of this perspective appears a leadership style atypical of the hierarchial, military model. They exhibited working relationships based on freedom and trust. A fourth theme apparent in the mentor pairs was the commonality of what brought them together initially. Mentors were most impressed with their proteges' attitudes about work. They all spoke of initiative and determination as being the reasons they got involved in the relationship. A fifth pattern that occurred was related to their belief about women's inappropriate ways of handling conflict. The mentors and others who were interviewed believe in many cases that women do not support one another, but compete with one another. This finding is

supported in the literature by Madden (1987) and Briles (1987) and their contention that rivalry, as opposed to cooperation between women, is a common form of interaction. A sixth theme which presented itself was the professionalism these women exhibited. They were actively involved in professional organizations related to their field. The researcher was equally impressed with the professional behaviors and appearances exhibited by the mentors. Those who worked in offices were impeccably dressed and maintained work spaces that reflected their professionalism. Lastly, there was unanimous consent by the mentors and all persons interviewed regarding the lack of upward mobility for women's careers within Roanoke County Government.

#### Interpretations

According to Harding (1987), "While studying women is not new, studying them from the perspective of their own experiences so that women can understand themselves and the world can claim virtually no history at all" (p. 8). Some would argue that traditional social science has begun its analyses only in men's experiences. As Harding (1987) stated, Recognition of the importance of using women's experiences as resources for social analysis has

implications for the social sciences of education, laboratories, journals, learned societies - indeed, for all social life in general. And it needs to be stressed that it is women who should be expected to be able to reveal for the first time what women's experiences are. (p. 7)

In presenting the major findings and interpretations of this study, it is important to note that a distinctive feature of this research is that it is a woman is studying other women. The researcher is very much a part of the empirical evidence for (or against) the claims proposed in the results of this research. It is the intent of this researcher to recognize and acknowledge the "subjective" element as an integral part of the analysis of qualitative research. With that as a premise the following interpretations are offered.

#### Personal Characteristics of Female Mentors

Even though there was no common personality type (i.e., introvert, extrovert) among the mentors, all of the mentors have been described as direct and outspoken individuals. This characteristic discounts one of Hennig and Jardim's (1977) findings about women's view of career and work. These researchers stated that there is a sense of passivity and

general lack of self-confidence and assertiveness among women in the workforce. These six women were open and straightforward in expressing their opinions, feelings, and suggestions. They expressed strong views and held firm convictions.

The researcher believes that this study substantiated Hennig and Jardim's (1977) findings that women place more emphasis on self-improvement in their career development and minimize the importance of the organizational environment. All of the mentors stressed the importance of continuing education and training. All were actively involved in their professional organizations. However, even though the mentors recognized their limitations within Roanoke County Government, they did not acknowledge, to any great extent, the importance of networking, information sharing, or understanding office politics and how they could use the political arena as a vehicle for change. There were frustrations about the organization, but there was no mention of how to use the system to change. A recent article by Horgan and Simeon (1991) reported that,

Female subjects were more likely to mentor others if they themselves were dissatisfied on the job. In contrast, satisfied males mentor. Women subordinates may need two mentors: a woman to warn

them of obstacles facing women in organizations and a man to tell them the world is full of opportunities. (p. 34)

Taking it a step further, this lack of involvement in understanding and using the political arena of the organization might be connected to their lack of involvement or concern for politics or civic responsibilities in general.

A common theme presented itself with all the mentors in regard to the importance of family in their lives. The challenge of balancing work and family needs was expressed by those with children. According to Stryker (1989) men don't usually think about family responsibilities when deciding on a career. But women typically have given far higher priority to personal and family relationships than to paid employment (Gerstel & Gross, 1989). In the cases where mentors had no children or older children they talked about their families, but in a different context. Husbands were referred to as "best friends" or "now that the kids are gone, we have time to do fun things together - like travel." The researcher sensed a strong commitment to family and the importance of those relationships as a characteristic the mentors possessed.

#### Functions Provided in Female Mentor Relationships.

Career and psychosocial functions were present in all the

mentor relationships, but in varying degrees. This finding contradicts Zey's (1986) research which indicated most of the mentor relationships he examined were not characterized by warmth, smooth interpersonal dynamics, personal friendship, and strong interaction away from the workplace. The researcher was not expecting to find such fully developed and deep friendships that five of the mentor pairs had cultivated. According to Phillips-Jones' (1982) definition of primary and secondary mentors which are based on the functions provided, five of the seven mentor pairs, were categorized as primary mentors and two were characterized as a secondary mentors.

The career functions provided in these mentor relationships support the findings in the literature. Sponsorship, exposure and visibility, coaching, and challenging assignments were all present in some form. It is the observation of the researcher that the coaching function was more prevalent in the mentor relationships as opposed to sponsorship as Kram (1985) suggested. The coaching function as evidenced in these relationships corresponds with Level I -Teaching, on Zey's (1980) hierarchy of mentoring.

Kram (1985) identified three factors that influence which functions are provided in a mentor relationship: the developmental and individual needs of each individual, the interpersonal skills brought to the relationship, and the

organizational context. The researcher observed that all of the areas just described were factors in the development of these mentor relationships. In the initial or beginning stage of the mentor relationship, interpersonal skills were of least importance as described by the mentors. The individual needs of the mentor and the protege as related to the work environment - the organizational context - were the primary factors that fostered alliances in the early stages. In addition to their work lives, the mentor pairs were also in similar developmental life stages (Sheehy, 1976). Because their life stages coincided, such as having grown children living away from home or having small children and the activities associated with that, a special kind of bonding enabled strong friendships to develop.

Zey (1986) demonstrated in his Mutual Benefits Model that a mentor relationship serves the mentor, the protege, and the organization. The six women who were interviewed readily admitted they had received as much from the protege or the relationship as they had given. None mentioned how their relationship had had any affect on the organization.

#### The Effects of Gender and the Mentor Relationship

The study of these women supports the finding in the literature that often female mentors are not available. Five

of the mentors confirmed this belief. Of the six limitations Noe (1988) cited, three barriers were viewed in this study as the primary causes for the lack of female mentors. Those identified were lack of access to information networks, stereotypes and attributions, and socialization practices. There was no mention of tokenism, norms regarding cross-gender relationships, or reliance on ineffective power bases.

Gender appeared to be a predominate factor in the development process of the relationships for the mentors and proteges. Gender was viewed as an important catalyst in the growth of the personal side of the mentor relationships. It is the observation of this researcher that because these were mostly women relating to women, who shared many common life experiences, deep friendship relations were forged. This supports Noe's (1988) finding that men and women prefer interacting with members of the same sex in the work environment. According to Ragins (1989) since women may place greater value on social and peer relations than men, they may be more likely to turn to such relationships for support and guidance. The depth of personal relationships that were observed are not as likely to occur with the same frequency in cross-gender relationships. The one cross-gender relationship that was included in this study supports that concept. This finding supports the research that Gilligan

(1982) has portrayed in the differences in psychological development along gender lines - that females generally follow a path of interpersonal relatedness and caring while for males the path is toward separateness and independent achievement.

#### The Effects of the Organization and Mentor Relationships

Clearly, the mentors did not feel support by the organization for the career development of women. Informal mentoring was occurring as evidenced by the females who were interviewed by the researcher. Another employee who was interviewed said she felt, "mentoring was alive and well in Roanoke County." While the mentors expressed tangible and intangible benefits from their relationships, there were no references to the benefits the organization had incurred as a result of the alliance. Zey (1984) reported seven benefits that organizations receive from a mentor relationship: integration of the individual, reduction in turnover, organizational communication, management development, managerial succession, enhanced productivity, and socialization to power. Roanoke County Government has benefited from these informal mentor relationships in most of the ways suggested. For example, the mentor who was an attorney had only been with Roanoke County for a little over a year. She readily admitted how much she had learned about

the informal structure of the organizational environment from her protege who had been employed with the Roanoke County for over 12 years. Organizational communication, better integration of the individual into the system and socialization to power bases were evident in all of the mentor pairs. Management development and managerial succession was applicable in only two of the mentor pairs. It is the opinion of the researcher that enhanced productivity is a benefit Roanoke County is not drawing upon, due largely to the negative perceptions of management by the mentors and proteges.

The management structure and actions were issues that influenced the mentors and their relationship with the organization. Four out of the six mentors were characterized as extremely unhappy with the management structure and actions within the County. Two of the mentors were not as negative; however, they were the closest to top management and served on the management team. The other mentors did not have that same degree of interaction with the team, resulting in a somewhat different perspective. The researcher believes the creativity of the women who are dissatisfied were being suppressed and the contributions they could make to the organization are not being utilized to their fullest potential.

Emergent Themes

1. Surprising to the researcher was the modesty with which these six women identified themselves in the role of mentor. This finding is related to the literature that shows women are more critical of themselves. Lobsenz (1988) reported that women are far more self-critical than men and tend to belittle their accomplishments. These six women had some difficulty taking credit gracefully for the positive impact they had made on their co-workers.

2. The strength demonstrated in the mentors' willingness to take a stand for what they believe in and to express it without fear, regardless of rank or authority, was striking. When the researcher asked one mentor, "Aren't you afraid of losing your job or being unable to pay the mortgage?" She responded,

Well, I probably should have those fears. When I first started working here, I wasn't married. I lived by myself and had to support myself. For the most part, if something needs to be changed, I'll say it.

The researcher hypothesizes these women are unique in this regard when compared with the majority of other women. These women who have reached leadership positions in their careers do not exhibit the passivity that Hennig and Jardim (1977)

have described. They reported that women exhibit a sense of passivity in the workplace and reveal a general lack of self-confidence and assertiveness.

3. The leadership style and ways of relating to one another as demonstrated by the mentors supports the literature describing women's leadership styles (Helgesen, 1990; Rosner, 1990). These women testified to the belief and concern for equality and the viewing of all persons as important regardless of title, rank or job depiction. Clearly, their descriptions of work relations are based on Helgesen's (1990) "web of inclusion" which operates in a circuitous fashion as opposed to a hierarchal approach.

4. Attitude, determination and initiative on the part of the protege were most often the explanation for what brought the mentor pairs together. This does not equate with Zey's (1986) findings that intelligence was the quality considered most important in selection of a protege. However, it does confirm his finding that personality was not paramount in the mentor relationship. The researcher had believed that personality would have played a much more important and greater role in establishing these relationships. Because of the secondary role personality plays in comparison to work related issues in the initial stages of establishing a mentor relationship, it is the opinion of the researcher that formalized programs

of mentoring appear to be a promising option.

5. The ways in which women handle conflict and the ways in which women support other women were topics which presented themselves in all six interviews. It was not a specific question on the interview guide; however, it became a focus of discussion with every mentor interviewed, as well as other interviewees. The researcher was curious about what would be revealed to support or discount Briles (1987) and Madden's (1987) findings regarding womens' spirit of rivalry vs. cooperation. It was apparent to the researcher that women in this organization perceive other women as not always supporting each other. And they cited reasons that Briles (1987) and Madden (1987) both contend in their books: competition for a man, guarding their territory or turf because of few positions available, and the attitude that "I worked hard to get where I am - you fight your own battles." The prevalence or the extent to which this occurs among women in general is an unknown, but with this sample, support for other women was the norm.

6. Professionalism expressed through the mentors involvement in organizations related to their expertise or training, and through their physical demeanor, was apparent. They recognized the importance of presenting themselves to others in ways that demonstrated competent, knowledgeable

individuals. One protege reported that her mentor had told her, "Don't pin up things on bulletin boards and have papers taped all around. Make your office space look neat, organized and professional."

7. Finally, the lack of upward mobility for women within Roanoke County Government was recognized by everyone the researcher interviewed. Roanoke County Government is not unique, but rather quite "typical" in this respect. This finding appears to substantiate the fact that women continue to be concentrated in traditionally female occupations that pay less than men's jobs and that they have fewer opportunities for upward mobility in the workplace.

#### Recommendations for Action

Based on the interpretations of the findings and the literature review, the following recommendations are offered for the consideration of Roanoke County Government and other similar agencies:

1. Training should be conducted to increase the opportunities for greater self-awareness, understanding of relationship dynamics, and skills in building and maintaining relationships in a work context. This will promote harmony between co-

workers and enhance self-esteem.

2. Organizations should be made aware of the benefits of mentor alliances and consciously and purposefully promote their existence. Female mentor relationships can positively contribute to the proteges' and mentors' professional and personal growth. The relationship can benefit organizations by providing employees with increased skills and knowledge of informal networks, organizational politics and an overall understanding of institutional goals.

3. Formalized mentor programs may be a viable option for organizations to consider. They are a cost effective way to build better relations within the work environment while preparing for the continuation and promotion of effective leadership.

4. Training could help women in management positions become more sensitive and have greater awareness of the importance of their potential influence on others and the organization.

### Recommendations for Further Research

The study of females acting as mentors for male or female proteges has not been thoroughly investigated and offers numerous options for further research. This final section provides a number of working hypotheses for further inquiry. Results of such studies could facilitate the development of additional insights about mentoring.

Recommendations for further research include the following:

1. Further research should be conducted with a larger sample size to determine whether findings are similar. In addition, research should be conducted in diverse organizational settings both public and private and in a variety of localities (i.e., northern or southern states; large metropolitan cities or suburban or rural environments).
2. The characteristics and experiences of proteges who have been mentored by females need to be investigated to determine the positive or negative effects or whether there are differences between having a male mentor versus having a female mentor.
3. Further research examining female mentors and proteges in formalized mentor programs should be

conducted.

4. Longitudinal research should be directed to examine the time frame, stages, multiple and second careers, multiple mentors, and other dynamics affecting female mentor relationships.

5. Further research should be conducted to determine if there are differences or similarities between the way males and females mentor.

6. Additional studies should be done to determine if there are differences or similarities in female mentor relationships at various levels of management (i.e., supervisory, mid-level management, top-level management).

7. Further research should be conducted to determine the frequency of formal and informal female-mentored relationships.

Working hypotheses for further inquiry include:

1. Female mentors provide more psychosocial functions in mentor relationships than male mentors.
2. Life stage compatibility is an important factor in the establishment of female mentor relationships.

3. Management leaders within organizations are not aware of the importance of and benefits received from mentor relationships.
4. Women view self-fulfillment as important in their career development.
5. Women underestimate their potential for positive influence on co-workers.
6. Women do not realize the significance of political power and influence in the work setting.
7. Mentor relationships established in a formalized mentor program are as effective as those established on an informal basis.

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**APPENDIX A**  
**INTERVIEW GUIDE**

## INTERVIEW GUIDE

### INTRODUCTION

Thank you very much for your time and interest in participating in this project.

I would like to ask you about a number of issues related to your job and career. I wanted to interview you because my research interest involves women who are acting as mentors for other males or females and proteges who have had a female mentor.

The questions are "open-ended," which means there are no preset answers - no right or wrong. Simply respond in your own way and take as much time as you would like.

The interview should take approximately one hour. And please be reassured that your responses will be kept confidential. Your name will not be identified in books or articles that may be produced as a result of this research project.

### CAREER INFORMATION

As we begin, I would first like to ask you some general background questions about your job and career. (Probe further when necessary.)

1. What is your current position?
2. What are the general functions, duties and responsibilities of your job?
3. How long have you been employed with Roanoke County?
4. Could you give me some particulars about your career, where you've worked, what your jobs were?

## HISTORY OF THE MENTOR RELATIONSHIP

A mentor has been described as a person who takes a personal interest in another person's career, guides that person, and perhaps sponsors him or her for a job or position. You are currently in such a relationship and I would like to find out some things about that relationship. (Probe further when necessary.)

1. Is your protege male or female?
2. How long have you had this mentor relationship?
3. When did you first come in contact with this person - how did you meet?
4. Who took the first step in establishing the relationship?  
(Please discuss)
5. How did the relationship proceed?
6. What qualities in the protege attracted you to him/her?
7. And conversely, what qualities do you think your protege saw in you?
8. Why have you chosen to become a mentor?
9. Have you ever been mentored yourself?

## FUNCTIONS OF MENTOR RELATIONSHIP

I would like to explore the relationship with you a little further, and I have some specific questions about the benefits of having a mentor. Some persons who have studied mentoring in depth conclude that the benefits fall into two major categories: (a) career assistance (teaching, sponsoring, understanding office politics, networking) and (b) psychosocial assistance (psychological support, counseling, friendship). I would like to ask you a few questions about this part of your relationship. Let's take the career assistance first. (Probe beyond the questions when necessary.)

1. What kind of career assistance have you provided your protege?
2. What kind of psychological support have you given your protege?

3. What benefits do you feel you have received from the relationship with your protegee?
4. Does your relationship extend beyond your work setting?
5. How long do you perceive your relationship lasting?

#### **GENDER RELATED ISSUES**

The next few questions that I want to ask you have to do specifically with gender. I am interested in your perspective because there is not much information about female mentors. I am curious about how much of an affect being female has had on the relationship, if any. (Probe beyond the questions as necessary.)

1. We know that women may not have as many opportunities for having a mentor as men do. What has been your experience with the availability of mentors (male or female)?
2. Why have you chosen to be a mentor? for a female? for a male?
3. Do you think having a mentor is more important in the career success of women than it is for men?
4. Do you feel any special obligation to help other women in their careers since their opportunities in the workplace are more limited than men's?
5. In your opinion, how does being a woman affect your relationship with your protegee?
6. What about the reaction of spouses to this relationship?
7. The issues of sexual innuendo and sexual involvement are often viewed as problems in the male-female mentor relationship? I would like you to address these issues. Are these a problem in your relationship? Can you discuss the innuendo issue with your mentor?

### ORGANIZATIONAL EFFECTS ON THE MENTOR RELATIONSHIP

We know that organizations have their own climate (i.e. friendly atmosphere, trusting, authoritative, supportive, rigid, flexible). I would like to know what effect you think this organization has had on your relationship. (Probe any questions as necessary.)

1. How would you describe the work environment in which you work?
2. In your opinion, has the organization promoted mentor relationships?
3. Do you think the organization is interested in the career development of women? If yes, how? If no, why not?

### PERSONAL CHARACTERISTICS

Finally, I would like to ask you to describe yourself.

1. How would you describe your personality?
2. How do you think those you work with perceive your personality? your work style or habits?
3. What is your greatest strength in relating to others?
4. What do you perceive as your weakness in relating to others in your work life?
5. What kinds of recreational activities are you involved and interested in? hobbies?
6. What types of professional organizations are you involved with?

### CONCLUSIONS

Is there anything on this issue that you would like to add, that perhaps I haven't covered in this interview?

## BACKGROUND DATA

1. Name \_\_\_\_\_
2. Current Title \_\_\_\_\_
3. Position you expect to get after current one \_\_\_\_\_  
\_\_\_\_\_
4. Highest position you will ever expect to attain in your  
career \_\_\_\_\_
5. Educational level attained \_\_\_\_\_
6. Would you classify the environment you grew up in as small  
town, suburban, city, or rural? \_\_\_\_\_
7. Did you live with both parents, mother only, father only,  
relative only, or guardian? \_\_\_\_\_
8. Father's main occupation \_\_\_\_\_
9. Mother's main occupation \_\_\_\_\_
10. Highest educational level of father \_\_\_\_\_
11. Highest educational level of mother \_\_\_\_\_
12. Marital status \_\_\_\_\_
13. Age \_\_\_\_\_
14. Number of children, with ages \_\_\_\_\_  
\_\_\_\_\_
15. Your income \_\_\_\_\_

APPENDIX B  
REVIEW PANEL

REVIEW PANEL

Dr. Marilyn Lichtman  
Professor Educational Research  
Virginia Tech  
Blacksburg, Virginia

Ms. Mary Todd  
Director - Mentor Project  
New River Community College  
Dublin, Virginia

Dr. Patricia Tracy  
Coordinator of Women's Studies  
Virginia Tech  
Blacksburg, Virginia

TO WHOM IT MAY CONCERN:

This is to verify that I, the undersigned, have reviewed the "interview guide" which is being used in Catherine Chew's qualitative study on female mentors.

Based upon my review, I conclude that the instrument is an appropriate guide for conducting interviews with female mentors.

*Patricia Tracy*

(Name)

*Associate Professor of History / Coordinator of Women's Studies*

(Title)

*12/21/90.*

(Date)

## TO WHOM IT MAY CONCERN:

This is to verify that I, the undersigned, have reviewed the "interview guide" which is being used in Catherine Chew's qualitative study on female mentors.

Based upon my review, I conclude that the instrument is an appropriate guide for conducting interviews with female mentors.

May M. Judd  
(Name)

Mentoring Project Director  
(Title)

February 25, 1991  
(Date)

TO WHOM IT MAY CONCERN:

This is to verify that I, the undersigned, have reviewed the "interview guide" which is being used in Catherine Chew's qualitative study on female mentors.

Based upon my review, I conclude that the instrument is an appropriate guide for conducting interviews with female mentors.

*Marilyn Lichstein*

(Name)

*Associate Professor*

(Title)

*16 Feb 1991*

(Date)

APPENDIX C

REFLECTIONS SUMMARY SHEET

REFLECTIONS SUMMARY SHEET

Name \_\_\_\_\_

Code Name \_\_\_\_\_ Code Number \_\_\_\_\_

Date of Interview/Observation \_\_\_\_\_

Place of Interview/Observation \_\_\_\_\_

Time of Interview/Observation \_\_\_\_\_

General Behavior Characteristics

A. Physical/Gestural Characteristics

- Posture
- Pace of movement
- Forcefulness/impact of physical presence
- Gestural characteristics
- Eye contact
- Voice qualities
- Dress appearance

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B. Affective Expression

- Characteristic disposition
- General level of energy

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C. Work Space Environment

- Colors
- Pictures/decorative items
- Furniture arrangement

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D. Relationships

- social situations
- peers
- supervisors/superiors
- subordinates

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E. Other

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APPENDIX D  
ROANOKE COUNTY GOVERNMENT  
LIST OF DOCUMENTS REVIEWED

ROANOKE COUNTY GOVERNMENT  
DOCUMENTS THAT WERE REVIEWED

Affirmative Action Policy

Affirmative Action Committee Minutes (Sept. 1989 - Nov. 1990)

County of Roanoke 1990 Annual Report

County of Roanoke Employee Handbook

Department of Human Resources Objectives (FY 1990-91)

Employee Classification Plan (July 1, 1990)

Human Resources Peer Review Study

Management Excellence Program

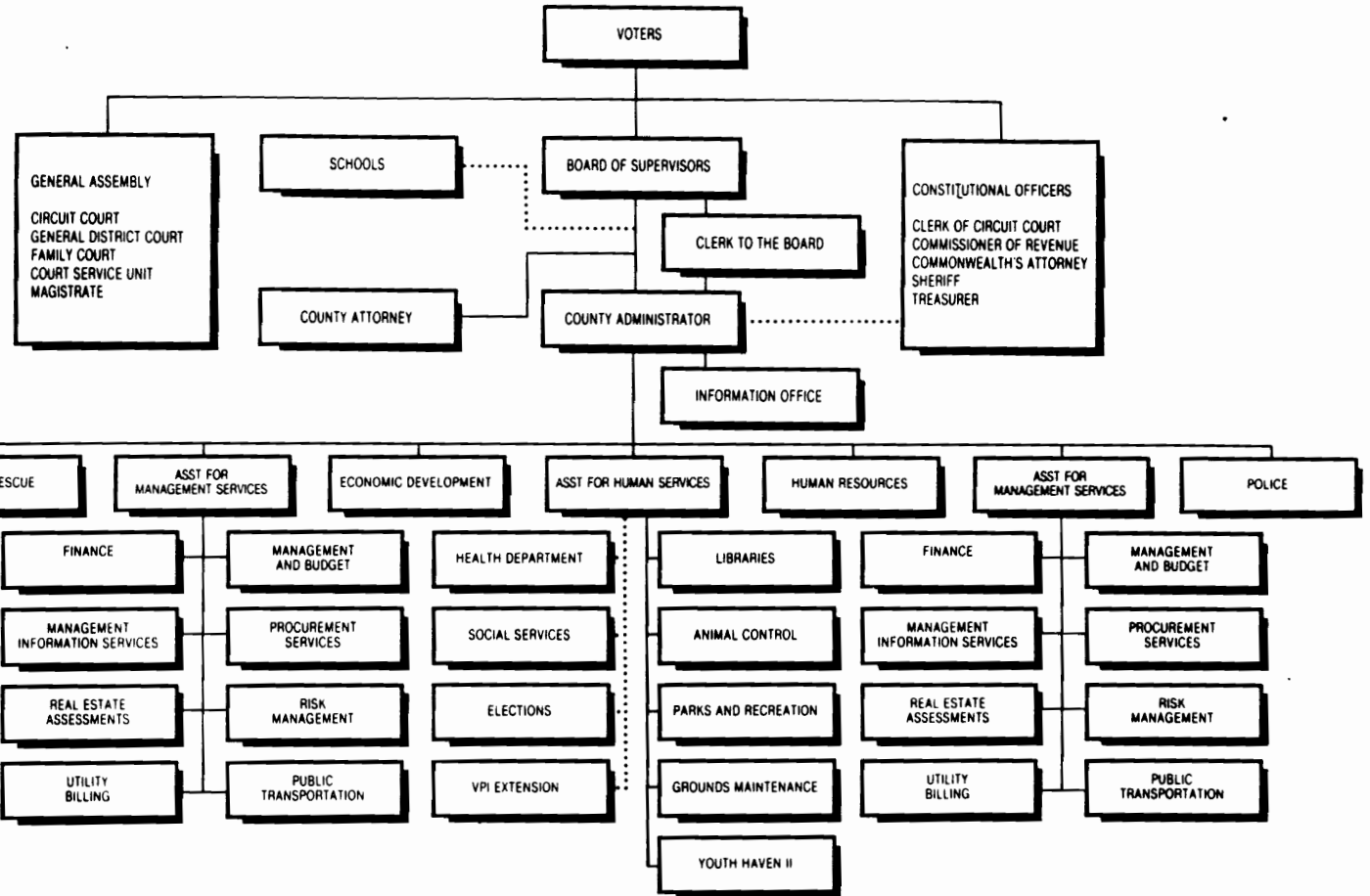
New Employee Packet

The County Signal (Organizational Newsletter)

University of Virginia's Division of Continuing Education Plan  
for Management Development and Training in Roanoke County

**APPENDIX E**  
**ROANOKE COUNTY ADMINISTRATIVE ORGANIZATION**

**COUNTY OF ROANOKE, VIRGINIA  
ADMINISTRATIVE ORGANIZATION**



APPENDIX F

SUMMARY REPORT ON MINORITY AND FEMALE EMPLOYMENT

COUNTY OF ROANOKE  
SUMMARY REPORT ON MINORITY AND FEMALE EMPLOYMENT  
JULY 1, 1989 - JULY 1, 1990

	Data on July 1, 1989			Data on July 1, 1990			CHANGE IN TOTAL # EMPLOYEES (% change)	CHANGE IN MINORITIES (% change)	CHANGE IN WOMEN (% change)
	TOTAL EMPLOYEES	MINORITY EMPLOYEES (% of workforce)	FEMALE EMPLOYEES (% of workforce)	TOTAL EMPLOYEES	MINORITY EMPLOYEES (% of workforce)	FEMALE EMPLOYEES (% of workforce)			
Officials and Administrators	39	1	8	42	1	8	3 (7.7%)	No chg	No chg
Professionals	86	3	38	86	2	40	No chg	-1 (-33.3%)	2 (5.3%)
Technicians	102	9	29	116	8	32	14 (13.7%)	-1 (-11.1%)	3 (10.3%)
Protective Svc. Workers	119	3	23	114	3	23	-5 (-4.2%)	No chg	No chg
Professionals	16	1	14	17	1	15	1 (6.3%)	No chg	1 (7.1%)
Admin. Support	147	9	130	148	9	130	1 (.68%)	No chg	No chg
Unskilled Craft	39	1	0	34	0	0	-5 (-12.8%)	-1 (-100%)	No chg
Police Maint.	72	17	3	83	19	3	11 (15.3%)	2 (11.8%)	No chg
<b>Total</b>	<b>620</b>	<b>44 (7.1%)</b>	<b>245 (39.5%)</b>	<b>640</b>	<b>43 (6.7%)</b>	<b>251 (39.2%)</b>	<b>20 (3.2%)</b>	<b>-1 (-2.3%)</b>	<b>6 (2.4%)</b>

8/30/90

APPENDIX G  
SYNOPSIS OF AFFIRMATIVE ACTION PLAN

## SYNOPSIS

## Roanoke County Affirmative Action Plan.

[1] Reaffirmation of Policy: This Plan complements and enhances our existing Equal Employment Opportunity policy. There will be no reverse discrimination, and future hiring will not be based solely on sex or race. While women and handicapped persons are not minority groups, each is a "protected class" covered by this Plan.

[2] Dissemination of Plan: Copies of complete text have been sent to all department heads, who are responsible for keeping an updated copy available for their employees' use. Periodically, updates and reminders will be issued by Human Resources.

[3] Responsibility for Implementation: Human Resources Department is responsible for implementation, including training of supervisory/management personnel. That Department must also ensure that (a) all areas of employment, from posting and recruiting to layoff or termination, are free from discrimination, (b) County-owned facilities are available to employees on an equal basis, and (c) all County-sponsored educational, social, and recreational programs for employees are open to participation by all.

[4] Identification of Problem Areas: Human Resources will analyse the makeup of the current County work force, grouping minorities and females into occupational categories. Those groupings will then be compared with the percentages of females and minorities currently available in this community within those occupational categories.

[5] Development and Execution of Action Programs to Attain Objectives: Data from the U. S. Census Bureau will be used to compare the County's percentage of minority/female employees and its percentage of minority/female managers with the percentage of minorities and females available within the local labor market. In departments or offices that employ too few women and minorities or have too few in management positions, goals and timetables will be set for employment, and training in preparation for advancement will be outlined. The work force analysis will be repeated annually to ensure that once a balanced ratio of minorities and women in County employment and in management is achieved, it is maintained.

Human Resources is to (a) review County policies to see if any have adverse effects on minority/female applicants, (b) analyze job descriptions and delete non-job-related criteria, (c) help department heads develop position qualifications based on jobs' minimum requirements, (d) analyze testing procedures and all other aspects of employment process to eliminate barriers, and (e) advise management employees of solutions to the possible problems that could arise in integrating women, minorities, and handicapped persons into their work forces.

[6] Recruitment: Human Resources is to broaden and expand the list of agencies which currently are sent notices of job vacancies and is to consider and develop other methods of distributing such information.

[7] Selection and Appointment: Candidates for promotion and applicants for employment are to be told the selection process at the time they apply for a vacant position.

Continuing training on proper interview techniques will be given to persons involved in the hiring process. If a department head decides to

conduct a panel interview, minorities and women are to be included on the panel when possible.

To ensure that employment recommendations are based solely on job-related factors, the department head or supervisor must explain, in writing, why each unsuccessful applicant was rejected. Placing the successful applicant onto the payroll can be delayed until acceptable reasons for rejections are received. Records will be kept of the reasons why applicants certified by Human Resources as meeting minimum job qualifications are rejected by the hiring authority.

Before a vacancy is filled in any position that has fewer than a representative number of qualified minorities and females, the process will be reviewed, from initial recruitment to final selection, to make certain that all steps were taken to solicit qualified minorities and females.

[8] Personnel Development for Upward Mobility: Because the County presently provides no career counseling or in-house, County-sponsored educational programs, employees who wish to improve their job performance or prepare for advancement must choose at random the classes, seminars, etc. which they hope will be beneficial.

Human Resources will commence offering all employees at least one seminar annually on upward mobility and career opportunities and will also prepare a brochure on a related topic for dissemination to employees.

Department heads/supervisors are responsible for seeing that all notices of job vacancies are posted promptly and visibly. Employees are encouraged to apply for vacancies that they are qualified for, interested in, and which would provide upward mobility. Department heads are to advise employees of opportunities for education or advancing job skills.

Human Resources will begin keeping records of training/education received by employees since their employment; department heads are responsible for forwarding to Human Resources records of such training/education.

[9] Internal Audit and Reporting Systems: During implementation, periodic progress reports will be made to the County Administrator. When implementation is finished, the reports will be made annually.

[10] Special Provisions: This Plan covers all employees EXCEPT: Constitutional Officers and Chief Deputy Constitutional Officers; the General Registrar; School Board employees; Health Department employees; Court Systems employees, except employees in the Clerk of Circuit Court's office; and part-time and temporary employees. Social Services Department employees were included in the work force analysis/utilization figures. They are not covered by County personnel rules and regulations or hiring processes, but Human Resources will work with their Director to assist them with affirmative action.

[11] Statement of Support for Affirmative Action: The Board of Supervisors and County Administrator support affirmative action. This Plan has been approved by the Supervisors, making it County policy. Individuals implementing the Plan are to be free from interference, restraint, or coercion. Harrassment of minorities, women, or handicapped persons who gain employment or promotion, or any attempt to thwart or circumvent affirmative action will be grounds for disciplinary action, including demotion or discharge.

APPENDIX H  
EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT



# County of Roanoke

OFFICE OF PERSONNEL SERVICES

D. K. COOK  
PERSONNEL OFFICER

## COUNTY OF ROANOKE EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

The County of Roanoke, Virginia, is an equal opportunity employer. It is committed to a policy of nondiscrimination by incorporating sound merit principles in all aspects of personnel management affecting employees and applicants. The County does not discriminate on the basis of race, color, religion, national origin, age, sex, or handicap. Further, the County is in compliance with all applicable local, State, and Federal laws and regulations.

This policy will be followed in recruiting, hiring, and promoting into all job levels. The policy will also pertain to transfer, demotion, reallocation, compensation, benefits, layoff, training programs and accessibility to and use of County facilities. Any person employed by the County of Roanoke who fails to comply with this policy will be subject to disciplinary action.

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Elmer C. Hodge  
County Administrator

12-10-85

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Date

APPENDIX I

POLICY ON EDUCATIONAL LEAVE AND EDUCATION AID

D. Absences for Maternity and Paternity

The period of time an employee is medically disabled resulting from a pregnancy-related condition is treated as any other illness or disability described in this chapter. This period of time may be charged to earned sick leave credits as long as the employee provides a physician's statement certifying the period of medical disability.

As a benefit, the County of Roanoke also allows employees to charge absences resulting from maternity or paternity to earned sick leave credits following the birth or adoption of a child. Absences are for a period not to exceed six weeks and solely for purposes of child care or during the bonding period, which is the period of time the employee must be off from work to be with the child. In order to request this maternity or paternity leave, the employee must obtain a physician's statement or a statement from the adoption agency which indicates the amount of time (up to six weeks) which is necessary for the bonding period or for child care purposes. This statement must be submitted to the immediate supervisor thirty days in advance of the requested absence. Following the immediate supervisor's review and approval of the absence, notification is sent to the Department of Human Resources.

In cases of maternity or paternity leave, should an employee exhaust accumulated sick leave credits, the employee may charge this absence to accumulated annual leave, compensatory time, if eligible, or leave without pay, following the guidelines described in this chapter. In unusual situations, the thirty-day notification period may be waived in cases of maternity and paternity with the approval of the department head.

E. Educational Leave

Employees may be required by their supervisor to attend training which will promote their general job knowledge. When an employee is required to attend such training, he or she will be given a paid leave of absence and the county will pay for expenses in connection with attendance.

Under certain circumstances, an employee may be permitted to take certain hours off from work with pay for educational purposes, or to obtain certification not required by the employee's job description. The request for time off for optional training or voluntary certification must be submitted in writing, and approved by the immediate supervisor before beginning any training or course work.

It is the policy of the county to reimburse the employee whenever possible for job related courses or training. Reimbursement procedures are covered in Chapter X, A.

#### A. Educational Aid

It is the policy of the county to reimburse an employee for course work or training which will aid in the present position or enable the employee to be promoted to a higher position (note: completion of training does not guarantee a promotion). This will include coursework or training completed after work hours, or, in certain limited instances, those completed during work hours. In order to be reimbursed, the course must be approved in advance of enrollment by the immediate supervisor and the department head, constitutional officer or other county official. The employee must make a satisfactory grade (C or above) and will be reimbursed upon presentation of this grade. Reimbursement is dependent upon funds in the given department's budget. All efforts will be made to reimburse an employee. However, there are instances when reimbursement is not possible due to lack of funds. At the time of course approval by the supervisor, reimbursement will be determined. In the event of limited funding, reimbursement will be provided by the department on a first request basis. Textbooks and other supplies may also be reimbursed after satisfactory completion of the course. However, if the county pays for the textbook, it becomes the property of the county.

#### B. Credit Union

All county employees are given the opportunity to participate in the credit union. The credit union is a non-profit financial organization which is owned and operated by its members. Members are offered a variety of benefits and services including low interest loans, dividends and family memberships. Credit Union transactions are handled through the Norfolk & Western Credit Union.

#### C. Recognition Programs

The Employee Recognition Program recognizes and awards employees for their years of service with Roanoke County. Employees are honored annually by the Board of Supervisors, normally at a Board Meeting, and are recognized for five years of service with the county and subsequent increments (10, 15, 20, 25, 30, 35, and 40). Upon completion of at least twenty years of service, a retiring employee receives a \$100.00 United States Savings Bond.

The Employee of the Year Program recognizes that county employee who displays outstanding job performance during the calendar year. For further information on this program contact the Department of Human Resources.

#### D. Employee Advisory Committee

The Employee Advisory Committee is a group of employees elected to serve a two-year term. The committee is a means for all employees to make suggestions concerning personnel policies or other employee concerns. Committee members welcome input from employees. A current listing of Employee Advisory Committee members is available in the Department of Human Resources.

VITA

**Address:** Foxridge 11900J  
Blacksburg, Virginia 24060

**Date of Birth:** April 8, 1952

**Education:** **Doctorate of Education (1991)**  
Virginia Polytechnic Institute and State University

**Master of Arts in Education (1984)**  
Virginia Polytechnic Institute and State University

**Bachelor of Arts in Education (1977)**  
Tennessee Technological University

**Mediators Certificate (1985)**  
Haynes Mediation Institute

**Professional Experience:** **Assistant Director Small Business Management - Tech Prep Project**  
Dublin, Virginia  
(1990 - present)

**Counselor, City of Salem Schools**  
Salem, Virginia  
(1983 - 1990)

**Mediator, Family Mediation Center**  
Roanoke, Virginia  
(1985- 1987)

**Teacher, Roanoke County Schools**  
Roanoke, Virginia  
(1978 -1983)

  
Catherine Virginia Chew