UNIVERSITY PROFESSORS AND THEIR MENTORS/MENTEES:

CHARACTERISTICS OF THE MENTOR PROCESS

IN HIGHER EDUCATION

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CHAPTER I

INTRODUCTION

> The concept and role of the mentor go back to ancient
> Greece. In the odyssey, Mentor was the faithful friend
> of Odysseus, the King of Ithaca, entrusted by Odysseus
> with the care of his household during his absence in the
> Trojan War. Besides his general responsibility, Mentor
> was the guardian and tutor of Telemachus, Odysseus' son.
> The goddess Athena assumed Mentor's form and accompanied
> Telemachus in the search of Odysseus after the war, act-
> ing as guide and offering prudent advice (Boston, 1976,
> p. 2).

The term "mentor" has been used to convey many different meanings

in literature. Depending upon the purpose to be served, the role of

mentor has been everything from friend and confidant to advisor and

advocate. Mentor programs in education have been developed wherein

the mentor role was that of assigned sponsor to first year undergraduates.

Those serving in differing capacities of mentor have been pre-selected

for various student groups. In essence, almost every conceivable

approach to matching a student or students with a mentor or mentors

has been tried. The importance of a mentor as a significant influence

in the development of educators, artists, scientists, etc. is widely

accepted. Despite this general acceptance of the importance of this

"significant other," there has been little research concerning the

characteristics of the mentor process in higher education.

Wald (1978) believed that role models, mentors, and sponsors are

concepts whose time has come. From the results of exploratory research

into learning contract planning, Wald concluded that the findings

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represented potentially rich sources for future research and development. Analysis of the mentor role was a natural follow-up. Wald found it difficult to completely convey the richness of the mentor/student interaction. In the search for creative educational environments, Boston (1976) found the research dealing with the mentor process lacking. In his work concerning the role of the mentor, Boston found that surprisingly little had been written about the mentor/student relationship. He found that despite the repeated statements of eminent and successful members of our society that there had been a direct correlation between their own achievements and the influence of a "mentor" in their development, the role, characteristics and modalities of mentoring had been given little, if any, systematic examination by the educational community.

In recent years there has been mounting interest in the mentor/ protege relationship. As a result of this increasing interest, young people seem to be searching for a mentor to help them in the process of their professional development (Bova, 1981). Yet, despite this perpetuation of the need for a mentor, systematic studies that explore the definition of a mentor and examine what function such a person might perform have yet to be undertaken. Many investigators have found that, as with role-model research, studies of mentors need to be methodologically more sound (Speizer, 1981). Wrightsman (1981) addressed the "popular consensus" approach in the development of a scientific concept. This approach concerns the motivation for the study of a phenomenon coming from the sudden interest and popularity of the phenomenon in the real world. The phenomenon of mentoring seems to be a contemporary example. Wrightsman found that with the development of

mentoring as a scientific concept, the danger was that of everyone developing his or her own theory. Each group of researchers generated its own definition of the concept and there was a false sense of consensus. He found that a closer examination indicated wide variation in operational definitions, leading to conclusions that were limited to the use of particular procedures.

## Problem of the Study

Because of the increasing concern of educators with the construction of mentor "teams" and mentor programs, this aspect of the educational process involving the dynamics of the one-to-one mentor relationship was deemed worthy of study. The problem of this study was the lack of research data dealing with the formation process and function of the university professor's relationship with his/her mentor/mentee.

## Purpose of the Study

The purpose of this study was to identify and examine those factors which university professors considered significant in the formation process and function of their relationship with identified mentors/mentees.

## Research Questions

The specific research questions of this study were as follows:

1. How do university professors define a mentor/mentee?

2. What factors do university professors consider significant in the formation of a mentor/mentee relationship?

3. How do university professors describe their mentor experiences?

4. What are the differences perceived by university professors in being mentored and mentoring?

5. Are there differences between the mentor experiences described by male and female professors?

6. What possibilities do university professors see for the utilization of the mentor process within their particular educational setting?

7. How do university professors believe the mentor process can be improved in higher education?

## Assumptions

For purposes of this study, the assumptions were:

1. The institutions selected for the study were representative of other institutions of higher education.

2. The colleges selected for study within these institutions were representative of the other colleges within these institutions.

3. The subjects interviewed were representative of other university professors.

## Limitations

The major limitations of this study were:

1. The subjects were limited to College of Education personnel in two instituitons of higher learning within Oklahoma.

2. There were limitations inherent in the interview method and the weakness of the exploratory field study approach.

## Definitions of Terms

The following definitions of terms are furnished to provide, as

nearly as possible, clear and concise meanings of terms used in this study:

Characteristic - A distinguishing trait, quality, or property; serving to reveal and distinguish the individual character.

Higher Education - Education beyond the secondary level; education provided by a college or university.

Mentee - That person involved with the mentor in the mentoring experience; a protege, a man under the care and protection of an influential person, usually for the furthering of his/her career. Female term of protege is protegee. For reasons of this study the term mentee includes both male and female.

Mentor - A trusted counselor or guide; a teacher, tutor, advisor, and sponsor; a significant other; a role-model.

Mentoring - As used in this study, the term refers to actions of a mentor; used as a verb.

Process - Something going on, proceeding; a series of actions or generations conducing to an end.

Professor - A teacher at a university; for purposes of this study, only assistant, associate and full professors are included.

Role Model - an example for imitation or emulation, something set or held before one for guidance or imitation.

University - An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specific; one made up of an undergraduate division which confers Bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confer master's degrees and doctorates.

## Scope

The scope of this study included:

1.   Two major institutions of higher education/universities within the state of Oklahoma: Oklahoma State University at Stillwater, and Oklahoma University at Norman.

2.   The College of Education within each institution.

3.   Faculty members within each college; professors, associate professors, and assistant professors.  No instructors were included in this study.

## Organization of the Study

Chapter I introduced the study and presented the need and rationale for the study, the problem, the purpose, the research questions, the assumptions, the limitations, the definition of terms, and the scope of the study.  Chapter II includes a review of related literature in the areas of: conceptualizing and defining the mentor/mentee relationship; research considerations related to the study of the mentoring phenomenon; needed research related to the formation process of mentor relationships; male/female aspects of the mentor experience, and the development of educational experiments based upon mentor concepts.  The literature within these five areas is considered from the theoretical and practical perspectives of each.

Chapter III describes the research methodology used in the study, the population and sample, the type of research conducted, the instrument and technique used to collect the data, when the research was conducted, where the research was conducted, how the instrument was

administered; and the sampling statistics used to interpret the find-

ings.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature in the following areas:
(1) conceptualizing and defining the mentor/mentee relationship;
(2) research considerations related to the study of the mentoring
phenomenon; (3) needed research related to the formation process of
mentor relationships; (4) male/female aspects of the mentor experience
and (5) the development of educational experiments based upon mentor
concepts. The literature within these five areas is considered from
the theoretical and practical perspectives of each.

Conceptualizing and Defining the
Mentor/Mentee Relationship

Theoretical Consideration

The mentor relationship has been considered by some to be one of
the most complex, and developmentally important, a person can have in
early adulthood. Levinson (1978) said there was no word in use which
was adequate to convey the nature of this particular relationship. He
believed the term "mentor" could encompass the meanings of words such
as "counselor" or "guru," as well as "teacher", "advisor", or sponsor.
To him, the term "mentor" meant all these things and more. Levinson said
the mentor was not a parent or crypto-parent, his primary function was to

be a transitional figure. In early adulthood, the mentor represented a mixture of parent and peer, being purely neither one. The mentor must represent the advanced level toward which the younger person is striving while at the same time help both himself and the mentee overcome the generational difference and move toward the peer relationship that is the ultimate goal of the relationship.

Levinson (1978) believed mentoring was best understood as a form of love relationship which is difficult to terminate in a reasonable and civil manner. He said the mentoring relationship lasts perhaps two or three years on the average, eight to ten years at most. The relationship may have a cooling-off period and come to a natural end with the pair forming a warm but modest friendship, or, it may end with strong conflict and bad feelings on both sides. However it ends, much of its value may be realized after the termination. The young person may take the admired qualities of the mentor more fully into himself and his personality is enriched as he makes the mentor a more intrinsic part of himself.

One way of looking at the mentor relationship is from the perspective of "role models". The belief in the necessity for role models appears to be based on developmental theories of identification and modeling in childhood, specifically social learning theory and cognitive development theory. Speizer (1981) described a role model as a person who possesses skills and displays techniques which the actor lacks and from whom, by observation and comparison with his own performance the actor can learn. Speizer said that role models have been studied in their effect upon college students, while mentor and sponsor research has focused on people in the work arena. The terms

"mentor" and "sponsor" are often used interchangeably to indicate older people in an organization or profession who take younger colleagues under their wings and encourage and support their career progress until they reach midlife. Speizer found that the term "sponsor" was in vogue in the 1960's and into the 1970's, and the appeared to have dropped from use or become an alternate term for the newly popular "mentor."

Klopf (1981) said that much of ourselves is acquired through modeling and we have many models, however, only a few of them actually become our mentors. To him, mentors differed from teachers, advisers, counselors, or sponsors in the nature of the relationship. Mentor relationships are more comprehensive, generally including all of those roles plus something else. Although the term "mentoring" has been applied to a wide range of processes, its primary function is as an enabling role that incorporates those processes and is the most import- ant in a continuum of significant relationships. Klopf believed that when only some of those processes or functions are present, the role being enacted is not mentoring.

In a study which examined the mentor-protege relationship from the standpoint of both the mentor and the protege, Bova and Phillips (1981) referenced Clawsen's eclectic profile of mentor-protege relationships. The qualities that various theorists see as being important in the establishment and development of the mentor relationship are as follows:

> Mentor-protege relationships (MPRs) grow out of personal willingness to enter the relationships and not necessarily out of formal assignments. Thus, MRPs may not coincide with formal hierarchies.

> MPRs pass through a series of developmental stages charac- terized as formation, duration, and fruition. Each stage has a characteristic set of activities and tasks.

Mentors are generative, that is, interested in passing on their wisdom and experience to others.

Mentors try to understand, shape, and encourage the dreams of their proteges. Mentors often give their blessings on the dreams and goals of their proteges.

Mentors guide their proteges both technically and professionally; that is, they teach things about the technical content of a career and things about the social organization and patterns of advancement of a career.

Mentors plan their proteges' learning experiences so that they will be stretching but not overwhelming and successful. Proteges are encouraged to accept responsibility, but are not permitted to make large mistakes.

Mentors provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them, and many times teaching them the politics of getting ahead.

Proteges learn in MPRs primarily by identification, trial and error, and observation.

Both mentors and proteges have high levels of respect for each other.

Mentors sponsor their proteges organizationally and professionally.

MPRs have levels of affection similar to parent-child relationships.

MPRs end in a variety of ways, often either with continuing amiability or with anger and bitterness (Bova, 1981, p. 4).

Thus far the literature search has been concerned with general conceptualizations of the mentoring phenomenon. At this point, literature will be cited which was relevant to the educational aspects of the mentor/mentee learning experience. Boston (1979) conducted an in-depth analysis of the writings of Castaneda and from his studies, presented his findings as they related to the mentor/student relationship. According to Boston, the mentor was considered as a companion to the pupil as she/he moves toward the responsibility of adulthood,

offering encouragement, advice, and the wisdom of the adult world. Adulthood was defined as a  level of experience and competence which demonstrates that the pupil is ready to "take on" the world at large on his/her own terms rather than simply imitating those of the mentor. The mentor was also seen to function as a channel for guidance and wisdom which comes from beyond him, being its servant, not its source. Thus, the mentor functions as a "spiritual guide", transmitting that which  is not exclusively his or her own.  That which is transmitted is much like a tradition or a value system to which she/he has access and for which she/he is willing to serve as a conduit and speaker.

In dealing with the characteristics of the mentor/pupil relation- ship, Boston (1976) formulated three basic groupings: (1) general characteristics or norms to which both mentor and pupil subscribe, (2) what is expected of the pupil, and (3) responsibilities of the men- tor.  Important within the general characteristics group was that the mentor and the pupil were both servants of a tradition which was clearly hierarchical; the apprentice was subordinate to the sorcerer. There was also a prescribed series of stages through which the develop- ment of the relationship progressed.  Another important consideration within the general characteristics group was that the mentor and student must share a commitment to the truth of the tradition being communicated. The other important area within the general group was the importance of the relationsip between mentor and pupil being privileged.  Two sources of privilege were listed.  One was tradition itself which lays down boundaries within which the outside world is not allowed to intrude.  The second source was the necessity for privacy.

According to Boston (1976) the first expectation of the pupil was that he/she learn from a real-life experience; the pupil learns not by listening to the mentor's lectures in the first instance, but by experiencing, the mentor can only provide guidance and insight after the fact. The second expectation of the pupil is that he must be ready for the next stage of instruction. Readiness is a judgment made by the mentor on the basis of what he knows about what lies ahead, on the basis of the pupil's performance to date, and confidence in the pupil's capacities. A third expectation which the mentor had of the student was that the student continually recapitulate his experiences. A fourth expectation of the pupil was that of skill gathering. The final expectation of the pupil was the major goal of the mentor/pupil relationship, that of the pupil changing his way of life. All of the other expectations were geared to produce this single end. Changes in perception of the world, preparedness, recapitulation and the gathering of skills all work together to make the pupil over into someone new. In its purest form what is produced in the pupil is something similar to a conversion experience; a double turning. Life gets turned around; priorities get reordered; perception is changed because of a difference in goals, a new person emerges.

Within the responsibilities of the mentor category, Boston (1976) found that the mentor was first an advocate. Secondly, the mentor was a model for the pupil; the mentor provided the pupil with activities which prepared him for something else entirely. It was also found that while the mentor may model directly, he is most effective when he models indirectly. What the mentor models is himself, what the pupil must emulate is not the mentor's techniques but the vision of what he

himself may become. The mentor must also have a good sense of timing, requiring that the mentor be supremely aware of the pupil, his moods, learning style, progress, etc. Another aspect of the mentor's responsibility is that he employ planned, guided experiences. The student learns best when provided with experiences within which the data to be learned are present. The mentor must also provide a realistic appraisal of the pupil's progress. The mentor should also train toward the predilection or "bent" of the individual student, permitting the student his or her own modes of learning. The final responsibility of the mentor which Boston recognized was what is called the "structuring of the creative pause." By this is meant that the mentor has to assist the pupil in the creation of empty space and suspended time which can only be filled or set in motion by the pupil's own resources, which up to that point she/he is unaware of.

Empire State College (ESC), a statewide college without a campus, requires nontraditional concepts of faculty, since their role as mentor in a contractual learning situation is more diverse than that of a traditional faculty member. The literature search will address the theoretical conceptualizations of nontraditional faculty development in later sections. This treatment of the educational functions of the mentor/mentee relationship is also seen to be relevant to definition clarification.

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Conceptualizing and Defining the

Mentor/Mentee Relationship

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Practical Considerations

Levinson (1978) concluded that mentoring was defined not in terms

of formal roles but in terms of the character of the relationship and the functions it serves. He said we have to examine a relationship closely to discover the amount and kind of mentoring it provides. Levinson's study revealed many functions of the mentor. He found a mentor may act as a teacher to enchance the young man's skills and intellectual development. As a sponsor, a mentor may use his influence to facilitate the young man's entry and advancement. The mentor may also act as a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources and cast of characters. By serving as a model, the mentor may be an exemplar that the protege can admire and seek to emulate. The mentor may also provide counsel and moral support in time of stress. Perhaps the most important, and according to Levinson the most crucial developmental function the mentor provides, is to support and facilitate the "realization of the Dream." In this capacity, the true mentor fosters the young adult's development by believing in him, sharing the youthful Dream and giving it his blessing, helping to define the newly emerging self in its newly discovered world, and creating a space in which the young man can work on a reasonably satisfactory life structure that contains the Dream.

Speizer (1981) has stated that role models, mentors, and sponsors are concepts whose time has come. The popularity of these concepts has been reflected in articles in the popular media and in professional journals. It has been inferred that professionals must have had one, been one, or be seeking one if they are to advance their careers. Senior professionals who look back over their lives assure us that they owe their success to having had one; middle-level professionals say with pride that not only have they had one but they are one, and

junior professionals are constantly worrying that they will not advance
unless they find one. Speiser (1981) found that the idea of a role
model, mentor, or sponsor being a prerequisite for success has achieved
the sudden recognition that makes it appear self-evident; she asks the
question of its demonstrated validity.

According to Klopf (1981), mentoring is an age-old, complex process
that has recently become prominent in large corporations. He found
that influential business journals stress the importance of mentors in
developing competent executives with successful career paths. He also
found that the role of mentors has perhaps an even longer and richer
history in education. Studies have shown the crucial influence of
mentors in shaping both the personal lives and the professional careers
of teachers and school administrators. Not everyone has or knows
how to use a mentor, but people who do have an advantage over those who
don't. Mentors are well regarded, competent people who serve as
teachers, advisors, counselors, and sponsors for an associate, who may
be younger and of the same or different sex. The relationship between
associate and mentor is mutual, with the mentor, as well as the
associate, gaining insight, knowledge, and satisfaction from the re-
lationship. There is a tremendous variety in the age and sex of the
people  involved and in the duration of the mentoring relationship,
but in almost all cases the mentor contributes to the associate's per-
sonal and professional competence. Although there is a great variety
in the patterns of mentoring relationships, support, counseling,
accessibility, and belief in the associate's talents are invariably
present.

In her study of mentor-protege relationships, Bova (1981) found

that a mentor relationship can have a very positive effect on the career
development of the individual.  Diamond (1979) also found that one way
for leaders to develop was by following the example of someone they
respect, esteem, and want to emulate.  Another path toward leadership
was on the "shirt-tails" of another leader, such as a supervisor/superior.

Moore (1982) has found that mentors often figure importantly in
the development of successful college administrators.  Mentoring was
important not only on the personal level but also on the institutional
level.  According to Moore, while the proteges may look upon the mentor
as a career enhancer, institutions such as colleges ought to regard
the mentor as a valuable talent scout and trainer. Although mentoring
in academe has seldom been a formal procedure for developing.adminis-
trative talent, it can be, and often is, used for this purpose.

Moore's study dealt with the role of mentors as applied to
academe and the development of administrative leadership.  Her approach
was based on a series of intensive interviews conducted with college
and university administrators who had indicated on a prior survey that
they had one or more mentors.  The survey found that only one-fourth
to one-third of college administrators had a mentor.  Of those inter-
viewed, each revealed an intense, lasting and professional relationship
that changed the protege's and, often, the mentor's life.

According to Moore, the first function of a mentor was to move the
protege into the mentor's inner circle, not necessarily as a full-
fledged member in his or her own right, but under the guise and protec-
tion of the mentor.  The competence the protege is seeking to develop
under the mentor's tutelage concerns both doing and being.  The mentor's
vantage point allows the protege to see the "big picture" and gives

access to the knowledge that flows into and out of the inner circle. Thus, the protege is taken into the confidence of the mentor and the inner circle and so becomes accepted by them. The most important thing a mentor does for the protege is assist in career advancement.

Moore also addressed the development of contacts by means of the colleague system. Numerous researchers have referred to this implied professional homogeneity, which was founded not only on the attributes necessary to perform the common task, but also on similarity of attitudes and behaviors as well as similarity of sex, ethnic origin, and religion. The colleague system has been centered on one particular kind of relationship, that of professional contemporaries and peers. The inner circles of leadership in an organization often function in ways similar to colleague systems. One of the ways mentors strive to include proteges in the inner circle is to share with them the informal history of the group and its members and to explain in-jokes and informal norms. This process has meaning and potency for the group members primarily as an account of the ways of knowing one another and of establishing trust. In conjunction with the development of the protege's inner circle skills, all the mentors in the study had helped arrange opportunities for proteges to make contacts and gain visibility with important colleagues.

The protege's development as a leader was seldom direct; the mentor taught primarily through indirection or by example. Many times the method used was the placement of a protege in a learning situation. Many mentors operated to awaken, test, or exercise the protege's talents. The philosophy was based on the necessity of aspiring leaders learning to know themselves and to govern by themsleves. Both formal

and informal judgments about proteges and their performance are a con-
tinual responsibility of the leadership group. For this reason the
process of trust building is so important. The mentor must know the
protege well in order to defend him or her. The mentor must make a per-
sonal judgment about the quality and potential of the protege's
contributions and must know how and in what ways he or she can contri-
bute. Finally, the mentor must believe that the person is worth
fighting for; that is, the mentor must care about what happens to the
protege, at least professionally. Ultimately, a mentor must be willing,
if necessary, to put his or her own reputation on the line for the
protege's sake.

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Research Considerations Related to the Study

of the Mentoring Phenomenon

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Boston (1976) has found that despite general agreement among edu-
cators on the importance and significance of the mentor, surprisingly
little has been written about the mentor/student relationship. Despite
the repeated statements of eminent and successful members of our society
that there has been a direct correlation between their own achievements
and the influence of a "mentor" in their development, the role,
characteristics and modalities of mentoring have been given little,
if any, systematic examination by the educational community. Boston
states that his case study subject was chosen not because he was
average but because he represented a distillation of ideal possibili-
ties to which mentors could aspire. He believed that his was simply
one case study of many such relationships which could be examined from
history; Socrates/Plato; Jesus/Apostles; Aristotle/Alexander the Great;

Anne Sullivan/Helen Keller; Staupitz/Luther; Freud/Jung, etc. Such studies could prove productive of other qualities and characteristics of mentoring not brought out in his case study. Boston concluded that much more work was needed before a full typology was likely to emerge.

According to Speizer (1981), accepting Levinson's definition of a mentor and his recommendation that all men need a mentor, researchers have set out to discover how many men have had mentors and if, in fact, having a mentor promotes career success. Systematic studies that explore the definition of mentor and examine what function such a person might perform have yet to be undertaken. Speizer believed there was no way to reconcile Levinson's insistence on the importance of mentors, though few of the men he studied had mentors, with Roche's finding that most men have mentors yet think them unimportant. She concluded that as with role-model research, studies of mentors need to be methodologically more sound. Existing studies were often flawed by such methodological problems as: (1) the numbers were too small to allow one to generalize from the findings, (2) the information collected was retrospective, (3) the concepts of mentor or sponsor were left undefined. The interest in mentors has been primarily in the business community where a mentor or sponsor was thought to be an older, success-ful, male executive. No studies have explored mentor relationships for other groups, nor have any ongoing relationships been followed to determine what accrues to each person who serves as a mentor or mentee. There needs to be more research if the hypothesized link between a mentor and professional success is to be documented. Role models, mentors, and sponsors are concepts which still need to be defined and studied. Despite their almost universal acceptance, there is very

little supportive evidence for their validity. Until methodologically sound studies are conducted on large, randomly selected populations, these concepts should be considered as suggestive rather than proven. Speizer (1981) believed an interdisciplinary approach to the study of role models and mentors would probably provide the best ground plan. Scholars need first to search for the roots of these concepts in their own fields. They must then establish connections between their work on role models or mentors and other areas of their discipline. Once universally accepted definitions have been established by scholars within their discipline and perhaps among disciplines, research with different approaches can be pursued.

Wrightsman (1981) was concerned with research methodologies for assessing mentoring. He hypothesized that there were two pathways in the development of a scientific concept. While their basic approaches are opposite each other, they share a common limitation in that they may lead to premature conclusions about the concept. The first approach, referred to as the "limited-operationalization" approach capitalizes upon the availability of an instrument--a test, a scale, a clinical procedure--and administers or applies it to individuals or groups of people, to form conclusions about a concept. The results or responses to the instrument become an instant but limited operationalization of the concept. The availability of the instrument leads to a "band-wagon" effect, with many researchers administering the instrument and drawing overly-general conclusions from its findings. Only later is there concern expressed about the adequacy of this operational measure as an indicator of the theoretical construct. The problem is with a premature assumption that the instrument is an isomorphic representation

of the concept. As a result, it becomes necessary to backtrack in theory development. The opposite pathway--the "popular consensus" approach has its own limitations. Often times the motivation for the study of a phenomenon comes not from the sudden availability of an instrument, but rather from the sudden interest and popularity of the phenomenon in the real world. The phenomenon of mentoring has been a contemporary example. With regard to the development of the scientific concept, the danger is that of "everyone doing his or her own theory." Each group of researchers generates its own definition of the concept, often without adequate contemplation. With respect to communication between researchers, an absolute necessity for the body of knowledge to grow, there is a false sense of consensus, because at a superficial level everybody "knows" what mentoring is. Closer examination indicates wide variation in operational definitions, leading to conclusions that are limited to the use of particular procedures. Furthermore, some basic conceptual decisions are ignored. The result is that the concept becomes devalued because people are using it loosely, without precision, and it may become a short-lived fad.

Instead of using either inadequate approach, Wrightsman (1981) proposed first, a well-developed theory of the mentoring process, that emphasizes the various sources of variance in determining the effectiveness of the mentoring relationship and that recognizes that the process goes through a set of stages, so that the contributions to effectiveness may be different at one stage from another. Second, he proposed that the study of the mentoring process deserves the use of multiple converging empirical operations. He believed the phenomenon was too rich, complex, and multi-staged for adequate description

through the use of a single procedure. Innovative methods needed to be employed. In looking at the mentoring relationship between two individuals, the representational case method provides a procedure for studying individuals and their relationships to others in their full capacity. An example might be the application of the representative case method to specify the characteristics of a pure type and then carefully select and study mentoring relationships which manifest in the clearest possible way this pure and ideal type. A third procedure could be to utilize personal documents such as autobiographies, diaries, and collections of letters. In consideration of all possible approaches, Wrightsman (1981) concluded that an interview seemed the most appropriate for further data gathering; it was better for revealing information that was both complex and emotionally laden. Wrightsman concluded that there was a need to formulate comprehensive conceptual definitions and then apply a multiplicity of methods.

<div align="center">Needed Research Related to the Formation

Process of Mentor Relationships</div>

Theoretical Considerations

This crucial aspect of the mentoring experience, without which there would be no relationship, seemed to have been greatly ignored in most of the studies explored. This section of the literature search will attempt to investigate how researchers have dealt with this formative stage.

In addressing the forming of mentoring relationships, Levinson (1978) stated that initiating, modifying and terminating relationships

with mentors was an important yet difficult task of early adulthood.
He believed young men differed widely in their capability for evoking
and sustaining these relationships. There were also great variations
in the availability of mentoring opportunities in different social
worlds. In her study, Bova (1981) found that many of those surveyed
indicated that their selection of a mentor was an unconscious one.
Some indicated that they, the mentee, made the selection intuitively.
Bova concluded that the literature and the results of her study recog-
nized the fact that mentoring in many instances could not be arranged.

From his investigations, Klopf (1981) concluded that mentoring rela-
tionships could not be legislated (although forms of counseling and spon-
sorship might be), because the "personal fit" was too important and should
be left to mutual self-selection. He added that if we are aware of the
dynamics of the process, and want to use it, we can seek out mentors
and associates. Klopf found that in the process of establishing a
mentor relationship, it was the mentor who usually made the first move,
a signal of special interest in a student or associate, or a special
empathy or identification with the person's goals. If the signal was
picked up, the relationship tended to develop quickly, but usually
took several months of working together before it was firm.

In his case study approach to the mentoring experience, Boston
(1976) introduced many variables concerning the complexity of the
formation process which are worth considering. In his study, Boston
vividly depicted the first meeting of mentor and mentee. According to
Boston, when they met, the mentor "saw" the apprentice as somehow sent
to him by "power." What really seemed to happen was that both mentor
and pupil to some degree selected each other in the context of a

commitment which was being shaped (in the case of the pupil) or was already formed (in the case of the mentor). Boston (1976) concluded that this was a difficult matter to assess, yet ways of discerning the signs and symbols of the commitment must have been found if the relationship was to work. The commitment did not need to be permanent to be valid, but it had to be genuine in order to be validated. This was a matter to be worked out by the mentor and the pupil.

<div align="center">

Needed Research Related to the Formation

Process of Mentor Relationships

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## Practical Considerations

According to Bova (1981) the idea of a newcomer entering a career under the guidance or tutelage of an expert in the field was not a new one. She referenced the importance placed upon early apprenticeship training in many professions which illustrates the significance of a person with expertise to the career development of a novice. It was speculated that an increasing knowledge of the benefits of a mentoring relationship could ultimately have an impact on the fields of adult and vocational education. In education, faculty could actively mentor students and advanced students could mentor new or beginning students. From her study, Bova listed several practical hints to serve as a guide for those taking the initiative in actively seeking a mentor relationship. Such things as demonstrating enthusiasm and commitment in mentor's occupational field: being open, looking, asking questions; being excited about your work; showing initiative and willingness to be helped were listed. Bova found that in the interest of career development, some large companies have mandated that their upper management personnel

sponsor a newcomer in their corporation. Sometimes this will develop into a mentor relationship and other times remains an apprentice relationship.

Within the arena of academic administration, Moore (1982) pointed out that competence or high performance is usually not sufficient to gain power or the attention of the powerful. An aspiring administrator has to contribute something important to the organization beyond his or her normal job responsibilitlies, something that may involve risk and increase visibility. This extra effort may be accidental, coincidental, or deliberately planned, but it must be authentic; that is, it must be a part of the institution's regular activities. Moore found that the performance of an important and visible task was the usual first step in the formation of a mentor-protege relationship. According to Moore, the second phase consisted of a number of additional "tests" that were constructed by the mentor or that arose naturally as the protege carried out his or her responsibilities. The next phase began when the mentor chose the protege to work closely with him or her. The recruitment was selective and specific.

Moore (1982) also addressed implementing a formal administrative program and setting goals. She found that recently several colleges and universities have expressed interest in establishing mentor programs to aid in the identification and development of promising administrators; some institutions have already established such programs. From the interviews with administrator proteges and mentors, at least seven elements emerged that ought to be included in any attempt to formalize the normally informal and highly unstructured process. These elements are accessibility, visibility, feedback, recognition,

allowance for failure, openness and commitment.

In his study, Klopf (1981) concluded that if we are aware of the dynamics of the mentoring process, and want to use it, we can seek out mentors and associates. He found that in the process of establishing a mentor relationship the mentee need not be unenterprising. Making one's interest, experiences, and goals known to a potential mentor could stimulate interest. He speculated that school administrators and other teaching staff could create a climate in which mentorships would be likely to develop. The talents of others could be developed and opportunities provided for people to discover mutual interests and concerns, either in relaxed social settings or in seminars on issues that staff wish to discuss. Staff could be encouraged to think of long-range goals and ways in which they might be reached. If their goals involve growth or promotion, there could be a place for a mentor. Ways could be pointed out for teachers to become models and mentors to their students. As mentors to others, teachers could realize the importance of having their own mentors as well. Mentoring has strengthened the educational community and could strengthen it even further if the process were utilized.

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Male/Female Aspects of the

Mentor Experience

</div>

Theoretical Considerations

In her research, Diamond (1979) discovered that finding female role models had been difficult, simply because of the small number of women in leadership positions. For women, mentors had been easier to

find than role models, since mentors could be men. For many women mentors changed from fathers to bosses who took the father's image. Some women were fortunate in having their husbands as mentors while others found their mentors in the organizations in which they participated.

In Moore's (1979) study, one question addressed concerned whether or not the professional socialization of top women administrators differed from men. More specifically, because mentorship is considered an important means by which men are socialized and moved along career ladders, do women report a similar experience of mentoring? Moore's study found that only about one third of the major academic respondents indicated that a mentor was important to them in their career. Most of them said that the single most important influence in their advancement was the positions they held before their present position. However, when asked about barriers, many specified individuals.

Levinson (1978) referred to mentors in the male gender. He believed this reflected the current reality; the men in his study had almost exclusively male mentors. They rarely had women friends at all. This seemed to be further evidence of the gap between the genders in our society. Levinson stated that a relationship with a female mentor could be an enormously valuable experience for a young man, based on his personal experience. He feels the increased entry of women into currently male-dominated occupations will have a salutary effect on the development of men as well as women. He found there was some evidence that women had even less mentoring, male or female, than men. One of the great problems of women was that female mentors were scarce, especially in the world of work. Those few women who might serve in a mentor capacity were often too stressed by survival demands in a male dominated

work world to provide good mentoring for younger women. There were some young women who had male teachers or bosses who functioned as mentors. The actual value of cross gender mentoring was often limited by the tendency, frequently operating in both of them, to make her less than she was.

<div align="center">

Male/Female Aspects of the

Mentor Experience

</div>

## Practical Considerations

In her study, Bova (1981) speculated that perhaps the absence of mentors is one of the reasons that females seldom progress beyond entry level in mid-management positions in organizational settings. March Fong Eu (1979), California Secretary of State, stated that she had no role models or mentors. Fong Eu said it was an aggressive pursuit of a quality education, combined with a personal commitment to better her life and the lives of others, that led her up the path of changing titles and responsibilities. On the other hand, there have been successful women who stated that the single most important influence on their lives had been their husband. To this extent, the husband was the mentor who gave encourgement and support.

In his study, Klopf (1981) found that although there was a great variety in patterns of mentoring relationships, support, counseling, accessibility, and belief in the associate's talents were invariably present. Mentor relationships occurred between men and women, women and men, and women and women, as well as between men and men. Until recently, there had been a scarcity of women in positions to be mentors.

Research has been inadequate, particularly for women, about the relationship patterns, but the differences between men's and women's styles of mentoring were less indicative of sexual differences than of the richness and flexibility possible within mentor relationships. Klopf (1981) found a few mentorships with females as either mentors or associates that had been unsuccessful. He also found that, although they do not have to be (and many times are not) mentorships between men and women could sometimes prove to be problematic. Another important finding was that only a fraction of the participants in mentorships involving sex judged the mentorship successful. The rest of the relationships were either adversely affected or were terminated.

In her research, Marsicano (1981) found that one of the greatest difficulties for women in the area of educational leadership and research in institutions of higher education was the lack of appropriate role models and mentors. Qualified personnel who were willing to serve in these capacities were especially important when self development and professional growth of women were considered. Competent professional leadership and modeling was critical to the support of women who were employed in university positions that had been previously dominated by males. Marsicano pointed out that although the 1970s represented an increasing awareness of the struggle by women to gain entry to careers which had been traditionally dominated by or accessible to males only, their progress was minimal. Evidence indicated that even in the area of higher education, an area which has typically appealed to female students and which generally comprises an above average representation of female students, women faculty were under-represented.

According to Marsicano (1981), problems associated with the lack

of sufficient role models and mentors appeared as early as the pre-
entry level of career development and often became further compounded
throughout women's careers. Other studies found a strong relationship
between persons holding research assistantships and those accepting
research positions. Both women and men were more supportive of students
of their own sex, and since most women attend male-dominated research
institutions, it was speculated that these women are probably not
benefitting from the same closeness with mentors as that available to
male students. Marsicano (1981) also found that mid-career women were
urgently in need of continued encouragement and support that could be
provided through mentor relationships. These relationships with
qualified researchers could be most important in the promotion of career
advancement opportunities. Without such guidance and sponsorship, it
would be extremely difficult to receive funding essential to research
and writing, especially for those having little or no published
research. Mentorships were also seen as important to promoting profes-
sional socialization and entry to the "old boy" networks from which
rising women were otherwise likely to be excluded.

Marsicano (1981) also dealt with the liabilities of mentorship. She
found that these relationships did not always ensure the personal
growth and professional development essential for career advancement
and success in academia. A dominant or overpowering mentor could
create a lack of assertiveness on the part of the mentee, leading to
a loss of identity. Feelings of rivalry and jealousy often develop
which could result in a loss of favor for the mentee and create
further personal and professional problems. Another potential danger
for the mentee occurs when the mentor withdraws from the relationship.

If the mentee received guidance and support leading toward independence, assertiveness, and self-direction, the mentee was likely to succeed in developing beyond the relationship. However, if the relationship fostered mentee dependency, the withdrawal could result in feelings of inadequacy, guilt, or uncertainty about the mentee's ability to achieve. Cliques within a faculty could also present problems and damage the mentee's development and career advancement. This might be the case if the mentor did not have a positive relationship with other faculty members. Another liability could be the growth process itself. An effective mentor should expect the mentee to become more than herself because she is secure in her own abilities for guidance and instruction. This may not always be the case. Although many professionals who have engaged in this relationship form lasting bonds and continue to communicate throughout their careers, other relationships end with bitter resentment, disappointment, or hostility. This has been most often observed when the mentee branches out on her own to continue research or to pursue new and different experiences.

In her study of mobility and mentoring, Moore (1979) attempted to discover what sorts of people had been influential in the course of the individual subject's career. For her research, the term "mentor" referred to an individual who facilitates career advancement by "teaching the ropes," coaching, serving as a role model, and making important introductions. The literature reviewed suggested the mentors were often faculty members with whom the person worked closely, a direct job supervisor or superior. For her study, it was expected that those women with the most academic experience and typically the longest careers would have had mentors. The subjects chosen for the study

represented three categories of women administrators; major academic, middle academic, and major support. The major academic category included the positions of vice-president for academic affairs, chief academic officer or academic dean. The middle academic category included positions such as associate and assistant dean or director and assistant to the president. The major support category included student services positions such as chief student life officer, and dean of students and directors of auxilliary operations such as chief financial officer and director of public relations.

The results of Moore's (1979) study revealed that women in major academic positions were the least likely to say they had mentors. Although they had greater opportunities to have had mentors than did the other two groups, slightly under two-thirds said they had not had mentors. The other two groups were divided approximately evenly between those who had mentors and those who did not. The majority of women in all three categories seemed to feel that the most significant career influence was having held a particular position. They seemed to have credited the opportunity provided by position as equal or more important than the assistance of any individual. Some women did indicate that at key points mentors or other types of sponsors had played a significant role in how and when the next stage of a career occurred. This study raised some important questions concerning the significance of mentors. Moore concluded that if present top level women administrators discount the efficacy of mentors in favor of other things such as previous positions held and experience gained, this ought to raise some doubts concerning the reality of programs built on the presumption that sponsors are crucial. Her study of administrative career

advancement indicated that not enough was known with enough exactitude
to make generalizations that would apply across the spectrum of admin-
istrative careers.

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The Development of Educational Experiments

Based Upon "Mentor" Concepts

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Theoretical Considerations

From his case study in the role of the mentor, Boston (1976) drew
some conclusions concerning the implications for gifted child education;
these could be considered as implications for higher education as well.
First, what emerged from his study as essential to the success of the
mentor/student relationship was the referencing of both to the tradi-
tion, the anchoring of the pupil's learning in experience, and the
mentor's use of the pupil's predilection.  Both mentors and pupils
needed to be encouraged to trust what happens in the relationship and
common experience over what either may have to say about it.  Second,
there were implications about the selection process for mentor programs.
Boston said there are three steps: the student is selected for the pro-
gram; the mentor is selected for the program; and the mentor and pupil
are matched, usually by the program coordinator.  The importance of
"matching" applies not only to the bringing together of two people, but
also to the conjunction of a teaching style and a learning style.
These can be diverse, which means that care should be taken in inter-
viewing both mentors and pupils to insure compatibility.  Boston's
suggestions regarding mentor/pupil selection were  derived from his
case study; both mentor and pupil to some degree selected each other

in the context of a commitment which was being shaped (in the case of the pupil) or was already formed (in the case of the mentor). The commitment did not need to be permanent to be valid, but it had to be genuine in order to be validated. Boston's (1976) third point was that mentoring programs will have to be openended; both mentor and pupil should be free to allow what happens between them to run its course without regard to programmatic and administrative considerations. The privileged character of the mentor/pupil relationship should be worth maintaining and struggling for. Boston's fourth implication was that both instruction and evaluation should necessarily be competency based rather than norm based. Evaluation should be done on the basis of assessing competencies as measured by the successful completion of tasks, the mastery of techniques, the ability to structure problems and solve them according to the canons of the tradition being explored.

Wald (1978) described the results of exploratory research into learning contract planning at Empire State College, State University of New York. Empire State College is a decentralized college, established in 1971 as an alternative approach to higher education in the State University of New York. The college was established to increase access for students who preferred a setting in which curriculum patterns, methods, and resources could be designed relevant to individualized needs, interests, and goals. The college's concept is that learning can take place in a wide variety of formal and informal settings. College-level learning may, therefore, be accrued from learning in academic settings, work, and life experiences, both before and during the student's enrollment at Empire State College (ESC). At ESC the learning contract is an agreement between mentor (faculty) and student

to a series of learning objectives, activities, and assessments. The contract is developed together by mentor and student with varying degrees of input by each for identifying long-range and short-term goals, learning activities, and methods and criteria for evaluation. A contract may run from several weeks to six months or more, but the average contract is three months, equivalent to 12 credits. Once the contract is written, the student meets periodically with the mentor in a tutorial relationship. When the student has completed all responsibilities designated for fulfilling that contract, an evaluation is written. A new contract is developed with the same mentor or with a different mentor until enough credits are accumulated for graduation.

Wald (1978) found it was anticipated that mentors and students would create an environment in which problem-solving activities or tasks would characterize the interaction between them. The interaction between mentor and student could be categorized according to three developmental phases, each having a specific function; orientation, identification of student goals, and designing the contract. During the student's initial period of enrollment, the major theme discussed by mentor and student was the student's personal history, personal and vocational experiences, feelings and attitudes. It was found that the strongest influence in planning the first contract was the personal history of the student. Overall, Wald found that the student's personal life rather than academic content was the main subject of discussion. Contract objectives rather than long-range goals were a prime focus. The mentor and student tended to engage together in the design of the academic experience, and there was no evidence that the mentor attempted to dictate content other than to provide the

appropriate expertise when relevant.

Bradley (1981) also investigated the role of the mentor in post-secondary individual education. Of the programs he studied, he found some were small options within existing schools while others were the basis of entire institutions. All of the programs studied could be characterized by the amount of flexibility allowed students on each of five dimensions: educational content, delivery mode, place of study, means of evaluation, and the pace of learning. Bradley found the mentor role in these programs was distinguished by the amount of time the mentors spent in one-to-one conferences with students. During these conferences, there were five elements of the learning process in which mentors could engage with students; degree program design, learning activity selection, monitoring, evaluation, and advisement. The degree to which given mentors became involved in each element depended primarily on how their institution was organized. However, someone did meet student needs in each of the five areas.

Of the problems described by mentors in interview settings, Bradley (1981) found two general problems were discussed often: the difficulty in learning the new role and workload. Mentoring was not something taught in graduate school or in a previous job. While most programs provided some kind of orientation, this usually consisted of existing mentors sharing experiences for a day or so plus some role-playing exercises. While orientations helped, mentors still had to learn the new role primarily through trial and error. The workload problem was more than simply a matter of paperwork. An effective mentor was truly engaged with the students and this often led to a "heaviness" described by many. The mentor workload problem was not something easily

overcome; mentors had to learn to keep a modicum of professional dis-
tance. On the other hand, it was essential that they remain compassion-
ate, involving a far greater degree of closeness than was typical among
college faculty and students. Mentors had to learn how to keep a
balance between distance and closeness.

Bradley (1981) concluded that the future of mentoring as a formal
role was inextricably tied to the future of individual education pro-
grams and that predicting outcomes was difficult. Many individual
education programs have not experienced the growth anticipated and were
more easily expendable than established and/or large programs. Another
factor to consider was the concern of mentors about the viability of
the role over time. There had been a high rate of turnover among
mentors; many felt they had turned their backs on their disciplines and
would not be marketable. Many mentors were also concerned that the
amount of time and energy expended on students would sap their vitality
and make them tired, professionally obsolete, and thus ready for dis-
card. Bradley did foresee an increasing need for mentors in conjunction
with the television mode of instruction; the human element was seen as
important to the success of this concept. Even with this mode of
learning, human contact would still be important to help set up realistic
and workable programs.

As a result of work with nontraditional institutions, Bradley
(1975) has presented an evolving theory of stages in nontraditional
faculty development. He calls stage one anti-traditionalism; during
this stage faculty accept positions at nontraditional colleges because
they are both attracted by the philosophy featuring concern for
students as individuals and conversely the rejection of certain traditional

educational practices. In stage two, estrangement, the sense of immobility will disturb some, especially those less tolerant of ambiguity. Others find that after spending sometimes hours discussing a personal or academic problem, there is little energy left for individual scholarly activities. What is particularly different and draining for faculty is the great amount of face-to-face contact with students plus the paperwork demands of contract learning. Stage three is confrontation and faculty must confront two discomforting prospects--either a change in behavior or a return to traditional programs. Stage four is turn-around and commitment and during this stage the innovative faculty member is confidently reorienting him or herself through daily trial and error personalized instruction which focuses on the whole person. In stage five, renewal, the faculty member has lost sight of the difference between cognitive and affective goals and is concerned simply with the student as a growing person. He/she now has a personal unified but dynamic philosophy and style of teaching which links the isolated experience models that were identified as successful in stage four. The philosophy is regularly modified as new experiences are gained but remains cohesive. At stage five, the faculty mentors not for ego, but in order to help others learn to contribute to mankind.

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The Development of Educational Experiments

Based Upon "Mentor" Concepts

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## Practical Considerations

In his study of critical incidents and critical requirements of mentoring in nontraditional higher education Cain (1977) found there

was a tendency on the part of mentors to respond more to administrative rather than to academic concerns. The findings also indicated there were apparent discrepancies between mentor and student expectations and institutional constraints, a lack of clear parameters regarding the degree of dependency or independency in the learning arrangement, and some degree of ambiguity in the mentor role  and the content and nature of liberal arts requirements. Most of the mentor's recommendations for improving the mentor/student relationship related to workload and the need for the expansion of administrative support services. In addition, it was suggested by some mentors that those with traditional academic backgrounds begin to examine their current teaching approaches. To a lesser degree, some mentors suggested that the institution re-evaluate its selection criteria for mentors. The study concluded that in-service mentor training should focus on four areas: (1) adult learning and teaching, (2) case study presentations of unusual encounters with students, (3) teaching mentors to teach students "to learn how to learn," and (4) orienting mentors in the use of career and occupational information.

Boston (1976) stated that in the search for creative educational environments, coordinators of gifted and talented programs have turned to skilled persons in their communities in an attempt to find individuals who will share their interest,  commitment and expertise with youngsters on a one-to-one basis. Mentors were also being recruited from the fine and the applied arts, from the professions, among hobbyists and performers, tradespeople and teachers. The idea of these programs was to provide students with a "protected" relationship in which learning and experimentation could occur, potential skills could

be developed, and in which results could be measured in terms of
competencies gained rather than curricular territory covered.

Bowling Green State University experimented with "mentor teams."
The Mentor Handbook (Scharer, 1978) stated that the purpose of the
university seminar at Bowling Green was an introduction of new students
to the academic and cultural life of higher education at the university.
It focused on as many of the university's aspects as possible during
a 20-contact hour, 10-week period. The seminar was coordinated by
faculty/staff/upper division students and presents the potential of a
university education from the standpoint of its educational, cultural,
and recreational programs and its human resources. Students were en-
couraged to explore the purpose and value of higher education in relation
to their own plans and experiences. As well as general university
information, a description was provided about the seminar units, which
concerned the following topics: introduction, support services, class-
room dynamics, academic advising, life outside the classroom, the
purpose and value of higher education, administrative organization and
decision-making at the university, general education, career education
and development and conclusion. Resource facilities, persons, and
a bibliography for the mentor teams were included.

In his approach to life-long self-directed education, Knox (1973)
refered  to an approach for professionals in the health sciences to
become more self-directed in the ways in which they continue their
education throughout their careers. One of the objectives of the
discussion was to understand the functioning of the mentor role as it
was used to guide self-directed education of health professionals.
Hamilton (1980) presented a paper on "the learning web"--an alternative

educational organization which matched high school students with adults who could teach them a skill. Staff members either contacted a young person who had been referred by a school, or a young person initiated contact with the organization. An intake interview was followed by placement of the apprentice with a compatible mentor. Termination forms were used to secure written evaluations from the mentor, the apprentice, the parents, and the staff. The procedures used for intake, placement, and termination constituted a key structural feature of the organization and provided a good test of the realization of educational goals.

## Summary

A review of the literature presented the concept of "mentoring" from many different perspectives. The expansiveness of the mentor relationship was reflected in different works. The term "mentoring" has been used to encompass a wide range of processes and functions involving a significant other. Such roles as counselor, guru, teacher, advisor, sponsor, and enabler are all incorporated within the mentor experience. The differing definitions, conceptualizations, and functions of the mentor/mentee relationship were reviewed from both the theoretical and practical perspectives.

It was found that despite general agreement among educators on the importance and significance of the mentor, surprisingly little has been written about the mentor/student relationship. The role, characteristics and modalities of mentoring has been given little, if any, systematic examination by the educational community. Research considerations related to the study of the mentoring process were investigated. In particular, the formative stage of the mentoring

experience seems to have been overlooked in other works.

The importance of sexual differentiation, if any, was considered from the perspectives of both mentor and mentee.  Was the mentoring experience different for males than for females?  The importance of significant role models was emphasized as it related theoretically and affected the mobility patterns of men and women.

The final section of the literature review dealt with ways in which the mentoring process could be functionally applied within the educational setting.  Is the concept too elusive and personal to be artificially created?  Although mentoring is an educational experience, is it someting that happens outside of traditional settings?  The development of educational  experiments based upon different conceptualizations of the mentoring experience was explored.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify and examine those factors which univeristy professors considered significant in the formation process and function of their relationship with identified mentors/ mentees. This chapter includes: (1) the description and selection of the population and sample used in the research, (2) the instrument used to collect the data, (3) the explanation of how the data were collected, and (4) the method used to report the results.

Population and Sample

The populations from which the samples were taken consisted of the College of Education faculties of two state supported universities within Oklahoma; Oklahoma State University at Stillwater, Oklahoma, and the University of Oklahoma at Norman, Oklahoma. Purposive sampling was employed in the selection of universities and colleges within these institutions. The total number for the sample was 20 professors; assistant, associate, and full professors. No instructors were included in the sample. Within the College of Education at each institution, the sample of total faculty was first stratified according to male or female. Following this stratification, a table of ramdom numbers was used to randomly select five male and five female professors within the education faculty at each institution.

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## The Data Gathering Instrument

Due to the exploratory nature of the research, the instrument used in this study was a researcher constructed, structured open-end interview schedule.  This instrument was selected in order to obtain depth and to support possibilities of relations and hypotheses.  The instrument was pilot tested using educators from Oklahoma State University Technical Institute, private industry, and South Oklahoma City Junior College. The original instrument had 12 general questions and was not structured. Based on the results of the pilot tests, and the test respondent's suggestions for improvement, the interview schedule was expanded, structured and refined.  A sample of the final schedule is included in Appendix B.

## Collection of Data

A letter was prepared by the researcher to explain the purpose of the interviews (see Appendix A).  This letter was followed by a personal telephone call to each selected subject to set up an interview date and time.  The interviews were conducted during the summer and fall, 1983, on the campus of the respective professor.  Each interview session was tape recorded and the results organized and tabulated at a later date.

## Data Analysis

The purpose of this research was to gather descriptive information using the structured interview approach.  Responses to the interview items were classified and categorized.  Descriptive statistics were used to report the findings; count, tables and narrative forms were used. The results of the findings are presented in Chapter IV.

## Summary

This research was exploratory in nature, using the personal inter-
view approach, and purposive sampling was employed in the selection of
universities and colleges within these institutions.  Stratified random
sampling was used to select the samples within each College of Education.
The data gathering instrument was a researcher constructed, structured,
open-end interview schedule and was pilot tested.  The interviews were
conducted during the Summer and Fall of 1983; each interview session was
tape recorded and the results organized and tabulated.  In Chapter IV
responses to each item of the interview are organized, tabulated, and
summarized in both table and narrative forms using descriptive statistics
when appropriate.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to identify and examine those factors which university professors considered significant in the formation process and function of their relationship with identified mentors/ mentees. The parts of this chapter are: (1) Demographic characteristics, (2) Discussion of seven research questions, and (3) Researcher's observations.

Demographic Characteristics

Demographic characteristics of respondents are presented in Table I. There were an equal number of male and female professors; male (10), female (10). Rank was represented as follows: professor (8), associate professor (8), assistant professor (4). In the age categories, there were 14 professors, or 70 percent of the respondents in and below the category 41-50 years. The category with the most professors was 41-50 years (6). In the department categories, the departments most represented were curriculum and instruction (4), and secondary education (4). Three departments were represented equally: adult, technical, and industrial education (3); applied behavioral studies (3); and education administration and higher education (3). Elementary education (2) and special education (1) were the least represented departments.

TABLE I

DEMOGRAPHIC CHARACTERISTICS

| Characteristic | Frequency | Percent |
| --- | --- | --- |
| Rank | | |
|     Professor | 8 | 40 |
|     Associate Professor | 8 | 40 |
|     Assistant Professor | 4 | 20 |
| Sex | | |
|     Male | 10 | 50 |
|     Female | 10 | 50 |
| Age | | |
|     30 - 35 years | 4 | 20 |
|     36 - 40 years | 4 | 20 |
|     41 - 50 years | 6 | 30 |
|     51 - 55 years | 1 | 5 |
|     56 - 60 years | 4 | 20 |
|     Over 60years | 1 | 5 |
| Departments | | |
|     Adult Education, Technical and | | |
|       Continuing | 3 | 15 |
|     Applied Behavioral Studies | 3 | 15 |
|     Curriculum and Instruction | 4 | 20 |
|     Educational Administration and | | |
|       Higher Education | 3 | 15 |
|     Elementary Education | 2 | 10 |
|     Secondary Education | 4 | 20 |
|     Special Education | 1 | 5 |

Research Questions

The seven research questions of this study will be addressed in order of their importance to the study.

Definition of Mentor/Mentee

## Mentor Relationships

The results of Question 1, "Are you familiar with the concept of mentoring?" were:  All respondents answered yes.

The results of Question 3, "Can you identify one or more individuals who have served or are serving in the capacity of mentor for you?" are presented in Table II.  Eight of the males (80 percent) reported having mentors, five (50 percent) of the females resported having mentors.

The results of Question 2, "How would you define a mentor?" are presented in Table III.  The categories with the most male with mentor responses were Patron (8) and Professional Catalyst (8), next was Significant Other (6).  For female with mentor, the category with the most responses was Role Model (6), second was Significant Other (4). For male with no mentor, the category with most responses was Role Model (2), and for female with no mentor was Significant Other (6).

The results of Question 4, "Did you consider someone as a possible mento and they rejected you?"; Question 5, "How did you deal with this rejection?" and Question 6, "How did this rejection arfect affect your relationship with the person you had considered for a mentor?" were not reportable.  These questions did not seem to be applicable to most of the respondents.

## TABLE II

NUMBERS AND PERCENTAGES OF PROFESSORS REPORTING MENTORS

| Sex | Frequency | Percent |
|-----|-----------|---------|
| Male | | |
| yes | 8 | 80 |
| no | 2 | 20 |
| Female | | |
| yes | 5 | 50 |
| no | 5 | 50 |

TABLE III

NUMBERS OF RESPONSES TO DEFINITIONS OF
MENTOR BY SEX AND MENTOR STATUS

| | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentor | No Mentor | Mentor | No Mentor |
| Definition | N* | N* | N* | N* |
| Role Model | 3 | 2 | 6 | 1 |
| Significant Other | 6 | 1 | 4 | 6 |
| Patron | 8 | 0 | 3 | 2 |
| Professional Catalyst | 8 | 1 | 3 | 3 |

*Numbers may indicate more than one response per respondent.

## Mentee Relationships

The results of Question 22, "Do you believe you have served, or are serving as a mentor for others?" are reported in Table IV. Six of the males (60 percent) reported serving as a mentor, and seven (70 percent) of the females reportes serving as a mentor.

The results of Question 23, "How would you define a mentee/protege?" are presented in Table V. The category with the most male with mentee responses was Student Having a Need (6), second was Emulator (5), and third was Similar/Significant Other (4). For female with mentee the categories having the most responses were Student Having a Need (8) and Similar/Significant Other (8), next was Emulator (5). For male with no mentee the categories with the most responses were Student Having a Need (2) and Emulator (2). For female with no mentee the category with the most responses was Novice-Tyro (3), second was Student Having a Need (2).

## Description of Mentor Experiences

## Mentee Experiences

The results of Question 9, "Did you have expectations of your mentor?" and Question 10, "Did your mentor let you know his/her expectations of you?" are presented in Table VI. In response to Question 9, most males with mentor responses (11) and females with mentor responses (5) were in the same category, Professional/Peroformance. The second category of responses was also the same for male and female: Personal, male (7) and female (3). The total number of responses for male with mentor was (18) and female with mentor was (8). This difference in

TABLE IV

NUMBERS OF RESPONSES TO WHETHER RESPONDENT
SERVED AS MENTOR BY SEX

| Sex | Frequency | Percent |
|-----|-----------|---------|
| Male | | |
| yes | 6 | 60 |
| no | 4 | 40 |
| Female | | |
| yes | 7 | 70 |
| no | 3 | 30 |

TABLE V

NUMBERS OF RESPONSES TO QUESTION CONCERNING
DEFINITION OF MENTEE BY SEX AND
MENTEE STATUS

| Definition | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentee N* | No Mentee N* | Mentee N* | No Mentee N* |
| Student having a need | 6 | 2 | 8 | 2 |
| Novice-Tyro | 0 | 1 | 1 | 3 |
| Emulator | 5 | 2 | 5 | 1 |
| Similar/Significant Other | 4 | 1 | 8 | 0 |

*Numbers may indicate more than one response per respondent.

TABLE VI

NUMBERS OF RESPONSES TO QUESTION CONCERNING
EXPECTATIONS OF MENTOR AND MENTEE BY
SEX AND MENTOR STATUS

| Expectation/ Description | Male | | Female | |
|---|---|---|---|---|
| | Mentor N* | No Mentor N* | Mentor N* | No Mentor N* |
| Of Mentor | | | | |
| Professional/ Performance | 11 | 1 | 5 | 2 |
| Personal | 7 | 1 | 3 | 3 |
| No Expectations | 2 | 0 | 1 | 2 |
| Of Mentee | | | | |
| Professional/ Performance | 11 | 0 | 9 | 3 |
| Personal | 4 | 0 | 1 | 3 |
| No Expectations | 0 | 2 | 0 | 0 |

*Numbers indicate more than one response per respondent

total number of male and female responses was the fact that more males than females reported have a mentor; this difference is apparent in all responses dealing with having a mentor. In response to Question 10 most male with mentor responses (11) and female with mentor responses (9) were in the same category: Professional/Performance. The category having the next number of responses for both male and female was the Personal category: male (4) and female (1).

The results of Question 11, "What type of contact did/do you have with your mentor?" are presented in Table VII. The category having the most responses for male with mentor was Off Campus Formal (7), the next two categories were On Campus Formal (6) and On Campus Informal (5). For female with mentor the category wiht the most responses was On Campus Formal (5); the next categories were Off Campus Formal (4) and On Campus Informal (4).

The results of Question13, "How long was/has been your relationship with your mentor?" are presented in Table VIII. The category having the most male with mentor responses was Over 20 Years (3), next were 1-5 Years (2) and 16-20 Years (2). The category having the most female with mentor responses was 6-10 Years (3).

The results of Question 14, "What is the age difference between you and your mentor?" are presented in Table IX. The categories with the most male with mentor responses were 16-20 Years (3) and 21-30 Years (3). For female wiht mentor the categories with the most responses were 1-5 Years (2) and Over 40 Years (2).

The results of Question 15, "Did your relationship with your mentor progress through identifiable stages? If so, what were these stages and how long did each last?" are presented in Table X. The lengths of

TABLE VII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
CONTACT WITH MENTOR BY SEX AND
MENTOR STATUS

| Contact | Male | | Female | |
|---|---|---|---|---|
| | Mentor N* | No Mentor N* | Mentor N* | No Mentor N* |
| On campus formal | 6 | 1 | 5 | 5 |
| Off campus formal | 7 | 1 | 4 | 3 |
| On campus informal | 5 | 1 | 4 | 3 |
| Off campus informal | 4 | 1 | 2 | 2 |
| Rare contact of any kind | 1 | 2 | 0 | 0 |

*Numbers may indicate more than one response per respondent.
Note: These contact categories are not exhaustive of all possible types of contacts.

TABLE VIII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
LENGTH OF MENTOR RELATIONSHIP BY
SEX AND MENTOR STATUS

| Years | Male | | Female | |
|---|---|---|---|---|
| | Mentor N | No Mentor N | Mentor N | No Mentor N |
| 1 - 5 years | 2 | 1 | 0 | 4 |
| 6 - 10 years | 0 | 0 | 3 | 0 |
| 11 - 15 years | 1 | 1 | 1 | 0 |
| 16 - 20 years | 2 | 0 | 0 | 1 |
| Over 20 years | 3 | 0 | 1 | 0 |

TABLE IX

NUMBERS OF RESPONSES TO QUESTION CONCERNING
AGE DIFFERENCE BY SEX AND
MENTOR STATUS

| | Male | | Female | |
| Age Differences | Mentor N | No Mentor N | Mentor N | No Mentor N |
|---|---|---|---|---|
| 1 – 5 years | 0 | 0 | 2 | 1 |
| 6 – 10 years | 1 | 0 | 0 | 0 |
| 11 – 15 years | 1 | 0 | 0 | 2 |
| 16 – 20 years | 3 | 2 | 1 | 0 |
| 21 – 30 years | 3 | 0 | 0 | 2 |
| 31 – 40 years | 0 | 0 | 0 | 0 |
| Over 40 years | 0 | 0 | 2 | 0 |

TABLE X

NUMBERS OF RESPONSES TO QUESTION CONCERNING
RELATIONSHIP STAGES BY SEX AND
AND MENTOR STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Stage/Description | Mentor N | No Mentor N | Mentor N | No Mentor N |
| Stage 1 | | | | |
| Student/teacher formal | 4 | 1 | 3 | 3 |
| Getting Acquainted | 3 | 0 | 2 | 1 |
| Peer-Peer | 1 | 1 | 0 | 1 |
| Stage 2 | | | | |
| Student/teacher informal | 1 | 0 | 1 | 3 |
| Professional/ non peers | 2 | 1 | 0 | 0 |
| Professional/peers | 2 | 1 | 2 | 1 |
| Personal Closeness | 3 | 0 | 2 | 1 |
| Stage 3 | | | | |
| Professional Peers | 2 | 0 | 2 | 2 |
| Growth toward independence | 1 | 1 | 0 | 1 |
| Friendship | 1 | 0 | 3 | 2 |
| Stage 4 | | | | |
| Peer-Peer | 0 | 0 | 0 | 1 |
| Colleagues | 1 | 0 | 0 | 1 |
| Independent Scholar | 0 | 0 | 1 | 0 |
| Intimate Friends | 2 | 0 | 1 | 1 |

these stages are not reported due to respondents' difficulty in establish-
ing when one stage ended and another began.

In Stage 1 the category with the most responses for male with mentor
was Student/Teacher Formal (4), next was Getting Acquainted (3). For
female with mentor the category having the most responses was Student/
Teacher Formal (3), next was Getting Acquainted (2).

In Stage 2 the category having the most male with mentor responses
was Personal Closeness (3), next were Professional/Non-Peers (2) and
Professional/Peers (2). For female with mentor the categories with the
most reponses were Professional/Peers (2) and Personal Closeness (2).

In Stage 3 the category with the most male with mentor responses
was Professional Peers (2). For female with mentor the category having
the most responses was Friendship (3).

In Stage 4 the category having the most male with mentor responses
was Intimate Friends (2). For female with mentor the categories with
most responses were Intimate Friends (1) and Independent Scholar (1).

For male with no mentor the responses in Stage 1 were Student/Teacher
Formal (1) and Peer-Peer (1). In Stage 2 the responses for male with
no mentor were Professional/Non-Peers (1) and Professional/Peers (1);
there was one response in Stage 3, Growth Toward Independence (1). There
were no responses in the Getting Acquainted and Personal Closeness cate-
gories. For female with no mentor a similar pattern was found. Female
with no mentor had the most responses in Stage 1 in Student/Teacher
Formal (3), and Stage 2 Student/Teacher Informal (3).

The results of Question 16, "If your relationship with your mentor
has ended, how did it end?" are presented in Table XI. The category
with the most responses for male with mentor was Infrequent

TABLE XI

NUMBERS OF RESPONSES TO QUESTION CONCERNING
ENDING OF MENTOR RELATIONSHIP BY
SEX AND MENTOR STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Ending | Mentor N | No Mentor N | Mentor N | No Mentor N |
| Contact Ceased–Positive | 3 | 1 | 1 | 1 |
| Contact Ceased–Negative | 1 | 1 | 0 | 0 |
| Infrequent Contact–Positive | 4 | 0 | 4 | 4 |

Contact-Positive (4), second was Contact Ceased-Positive (3). For female with mentor, the category with the most responses was also Infrequent Contact-Positive, second was also Contact Ceased-Positive (1).

The results of Question 17, "If you still maintain contact with your mentor, how has the relationship changed?" are presented in Table XII. The category with the most responses for both male and female with mentor was Long Distance; Peer, Friend: male (4), female (4).

The results of Question 18, "What were the benefits of your mentor experience?" are presented in Table XIII. The categories with the most responses for male with mentor were Career Enhancement (4) and Learning Experience (4). For female with mentor the category with the most responses was Confidence Building (3).

The results of Question 19, "What were the problems with your mentor experience?" are presented in Table XIV. The categories with the most responses for male with mentor were No Problems (3) and Personal, Philosophical Disagreements, Misunderstandings (3). For female with mentor, the category with the most responses was Not Meeting the Expectations of Either (2).

The results of Question 20, "What was special about your mentor relationship?" are presented in Table XV. For male with mentor, there were four categories having an equal number of responses: Mutual Recognition/Esteem (2), Long Lasting Support (2), Growth Experience (2), and Learning Experience (2). For female with mentor the category with the most responses was Mutual sharing (2).

The results of Question 21, "Is there anything else you would like to say about your mentor experience?" are presented in narrative. This narrative has three sections, one dealing with personal responses, one

TABLE XII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
CHANGES IN MENTOR RELATIONSHIP BY SEX
AND MENTOR STATUS

| Changes | Male | | Female | |
|---|---|---|---|---|
| | Mentor N | No Mentor N | Mentor N | No Mentor N |
| Long distance Peer Friend | 4 | 2 | 4 | 3 |
| Close Proximity Friend, Not Peer | 1 | 0 | 0 | 0 |
| Current Co-Worker | 1 | 0 | 0 | 0 |
| No Contact Friend/Peer | 0 | 0 | 0 | 2 |
| No Contact Negative Ending | 1 | 0 | 0 | 0 |
| Mentor Deceased | | | | |
| Ended as Friend/ Colleague | 1 | 0 | 0 | 0 |
| Ended as Teacher/ Student | 0 | 0 | 1 | 0 |

TABLE XIII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
BENEFITS OF MENTOR RELATIONSHIP   BY
SEX AND MENTOR STATUS

| Benefit | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentor N* | No Mentor N* | Mentor N* | No Mentor N* |
| Confidence Building | 2 | 1 | 3 | 1 |
| Career Enhancement | 4 | 0 | 2 | 1 |
| Encouragement/ Support | 2 | 0 | 2 | 3 |
| Help with Personal/ Professional Identify | 2 | 1 | 2 | 1 |
| Direction | 3 | 0 | 2 | 1 |
| Sharing | 3 | 0 | 1 | 1 |
| Learning Experience | 4 | 0 | 1 | 0 |
| Contacts | 3 | 0 | 0 | 2 |
| Trust | 1 | 0 | 0 | 1 |
| Mutual Stimulation/ Motivation | 1 | 0 | 0 | 1 |
| Advice | 1 | 0 | 2 | 0 |
| Security | 0 | 1 | 0 | 0 |
| Task Completion | 1 | 0 | 0 | 0 |
| Independence/Autonomy | 0 | 1 | 0 | 0 |

*Numbers may indicate more than one response per respondent.

TABLE XIV

NUMBERS OF RESPONSES TO QUESTION CONCERNING
PROBLEMS WITH MENTOR BY SEX AND
MENTOR STATUS

| | Male | | Female | |
| Problem | Mentor N* | No Mentor N* | Mentor N* | No Mentor N |
|---|---|---|---|---|
| No Problems | 3 | 2 | 1 | 2 |
| Didn't want to use person | 0 | 0 | 0 | 1 |
| Mentee created her own problems | 0 | 0 | 0 | 1 |
| Time and energy demands of mentor | 2 | 0 | 1 | 0 |
| Personal, philosophical disagreements, misunderstandings | 3 | 0 | 0 | 0 |
| Periods of no communication | 1 | 0 | 1 | 0 |
| Not meeting expectations of either | 1 | 0 | 2 | 0 |
| Mechanical problems of graduate school | 1 | 0 | 0 | 0 |
| Mentor's perfectionism | 1 | 0 | 0 | 0 |
| Adjusting from student to professional | 0 | 0 | 1 | 0 |
| Not as much opportunity for females | 0 | 0 | 0 | 1 |

*Numbers may indicate more than one response per respondent.

TABLE XV

NUMBERS OF RESPONSES TO QUESTION CONCERNING
WHAT WAS SPECIAL ABOUT MENTOR
RELATIONSHIP BY SEX AND
MENTOR STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Special | Mentor N* | No Mentor N* | Mentor N* | No Mentor N* |
| Mutual recognition/ esteem | 2 | 1 | 0 | 0 |
| Advisement without authoritarianism | 0 | 0 | 0 | 1 |
| Mutual choice | 1 | 0 | 0 | 0 |
| Love | 1 | 0 | 0 | 0 |
| Long lasting relationship | 1 | 0 | 0 | 0 |
| Long lasting support | 2 | 0 | 1 | 0 |
| Professional guidance | 0 | 0 | 0 | 3 |
| Growth experience | 2 | 0 | 0 | 1 |
| Never disappointed | 0 | 0 | 1 | 0 |
| Learning experience | 2 | 0 | 0 | 0 |
| Mutual sharing | 1 | 0 | 2 | 0 |
| Mentor's stature | 1 | 0 | 0 | 0 |
| Male mentor became a friend | 1 | 0 | 1 | 0 |
| Total acceptance | 0 | 0 | 1 | 0 |
| Confidence reinforcement | 1 | 0 | 1 | 0 |
| Parental-type care attention | 1 | 1 | 0 | 0 |
| Mentors were caring, giving human beings | 0 | 0 | 1 | 0 |

*Numbers may indicate more than one response per respondent.

dealing with professional/educational responses, and one dealing with structural responses. Of the total responses, seven responses (35 percent) were non-productive, the respondents had nothing else to say. Of the remaining 13 responses, nine dealt with the personal area; two dealt with the professional/educational area; and two dealt with the structural area.

Within the personal area, there were only two respondents with no mentor. One respondent reported feeling isolated with no on to look to for help in decision-making. The other respondent with no mentor reported not knowing if he wanted to be a mentor. Both of these respondents were male. Of the other seven respondents, three were females and four were males; all seven had a mentor. One female reported the importance of personal involvement at the professional level; one female reported feeling awkward changing roles from mentee to mentor; and one female reported a desire to be a mentor to her students. Of the four males with mentor, one reported feeling as a valued equal with his mentor; one reported feeling fortunate and cherishing the experience; and one reported negative feelings and a sense of loss concerning being rejected by his mentor.

Within the profesisonal/educaitonal area there were two females with no mentor. One respondent reported a need to know more about the mentor process; the other female respondent reported having more things to think about as a result of the interview.

Within the structural area there was one female with no mentor who reported her positive experience with graduate student advisers and her suggesting to her students that they also find graduate student advisers.

The other respondent was a male with mentor. He reported that no one has advanced to the top in higher education without some element of a mentor relationship.

## Mentor Experiences

The results to Question 26, "Did you have expectations of your mentee/protege?" and Question 27, "Did your mentee/protege let you know his/her expectations of you?" are presented in Table XVI. For the first question, concerning expectations of mentee, the category with the most responses for male with mentee was Professional/Performance (9), second was Personal (4). For female with mentee the category with the most responses was also Professional/Performance (1), and second was also Personal (2). For the second question, concerning mentee's expectations of mentor, the categories with the most responses for male with mentee were Personal (3) and No Expectations (10). For female with mentee, the category with the most responses was also Personal (5) and second was also No Expectations (3).

The results of Question 28, "What type of contact did/do you have with your mentee/protege? On or off campus?" are presented in Table XVII. For male with mentee the category with the most responses was On Campus Formal (6), second was On Campus Informal (4). For female with mentee the categories having the most responses were On Campus Formal (6) and On Campus Informal (6), second were the categories of Off Campus Formal (5) and Off Campus Informal (5).

The results of Question 30, "How long was/has been your relationship with your mentee/protege?" are presented in Table XVIII. The category with the most male with mentee responses was 1-5 Years (3). The category

TABLE XVI

NUMBERS OF RESPONSES TO QUESTIONS CONCERNING
EXPECTATIONS OF MENTEE AND MENTOR BY
SEX AND MENTEE STATUS

| Expectations/ Description | Male | | Female | |
|---|---|---|---|---|
| | Mentee N* | No Mentee N* | Mentee N* | No Mentee N* |
| **Of Mentee** | | | | |
| Professional/ performance | 9 | 2 | 10 | 3 |
| Personal | 4 | 1 | 2 | 3 |
| No expectations | 0 | 1 | 0 | 1 |
| **Of Mentor** | | | | |
| Professional/ performance | 2 | 0 | 1 | 1 |
| Personal | 3 | 0 | 5 | 0 |
| No expectations | 3 | 4 | 3 | 2 |

*Numbers may indicate more than one response per respondent.

TABLE XVII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
CONTACT WITH MENTEE BY SEX
AND MENTEE STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Contact | Mentee N* | No Mentee N* | Mentee N* | No Mentee N* |
| On-campus formal | 6 | 3 | 6 | 3 |
| Off-campus formal | 2 | 2 | 5 | 1 |
| On-campus informal | 4 | 1 | 6 | 1 |
| Off-campus informal | 1 | 0 | 5 | 1 |

*Numbers may indicate more than one response per respondent.

TABLE XVIII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
LENGTH OF MENTEE RELATIONSHIP BY SEX
AND MENTEE STATUS

| Years | Male | | Female | |
|---|---|---|---|---|
| | Mentee N | No Mentee N | Mentee N | No Mentee N |
| 1 – 5 years | 3 | 4 | 3 | 2 |
| 6 – 10 years | 0 | 0 | 1 | 1 |
| 11 – 15 years | 1 | 0 | 2 | 0 |
| 16 – 20 years | 1 | 0 | 1 | 0 |
| Over 20 years | 1 | 0 | 0 | 0 |

with the most female with mentee was also 1-5 Years (3).

The results of Question 31, "What is the age difference between you and your mentee/protege?" are presented in Table XIX. The categories with the most male with mentee responses were 6-10 Years (2) and 16-20 Years (2). The category with the most female with mentee responses was 6-10 Years (3), second was 1-5 Years (2).

The results of Question 32, "Did your relationship with your mentee/protege progress through identifiable stages? If so, what were these stages and how long did each last?" are presented in Table XX. The lengths of these stages are not reported due to respondents' difficulty in establishing when one stage ended and another began.

In Stage 1 the category with the most responses for male with mentee was Student/Teacher Formal (4), second was Getting Acquainted (2). For female with mentee the category with the most responses was also Student/Teacher Formal (5), second were Getting Acquainted (1) and Cannot Identify (1).

In Stage 2 the categories with the most responses for male with mentee were Identifying Outstanding Students (3) and Scholarship Trial Period (3). For female with mentee the category with the most responses was Professional Closeness (4), second was Identifying Outstanding Students (3).

In Stage 3 the categories with the most responses for male with mentee were Professional Collaboration (2) and Independent Scholar (2). For female with mentee the category with the most responses was Personal Closeness (3).

In Stage 4 the category with the most responses for male with mentee was Independence/Professional Equality (3). For female with mentee the

TABLE XIX

NUMBERS OF RESPONSES TO QUESTION CONCERNING
AGE DIFFERENCE BY SEX AND
MENTEE STATUS

| Age Differences | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentee N | No Mentee N | Mentee N | No Mentee N |
| 1 -  5 years | 1 | 1 | 2 | 2 |
| 6 - 10 years | 2 | 1 | 3 | 1 |
| 11 - 15 years | 0 | 0 | 1 | 0 |
| 16 - 20 years | 2 | 1 | 0 | 0 |
| 21 - 30 years | 0 | 1 | 1 | 0 |
| 31 - 40 years | 1 | 0 | 0 | 0 |
| Over 40 years | 0 | 0 | 0 | 0 |

TABLE XX

NUMBERS OF RESPONSES TO QUESTION CONCERNING
RELATIONSHIP STAGES BY SEX AND
MENTEE STATUS

| | Male | | Female | |
| Stage/Description | Mentee N | No Mentee N | Mentee N | No Mentee N |
|---|---|---|---|---|
| **Stage 1** | | | | |
| Student/teacher formal | 4 | 1 | 5 | 1 |
| Getting acquainted | 2 | 1 | 1 | 1 |
| Personal closeness | 0 | 1 | 0 | 0 |
| Cannot identify | 0 | 1 | 1 | 1 |
| **Stage 2** | | | | |
| Identifying Out-standing students | 3 | 2 | 3 | 2 |
| Scholarship trial period | 3 | 1 | 0 | 0 |
| Professional closeness | 0 | 0 | 4 | 0 |
| Cannot identify | 0 | 1 | 0 | 1 |
| **Stage 3** | | | | |
| Student proves scholarship | 1 | 0 | 1 | 0 |
| Professional collaboration | 2 | 1 | 0 | 0 |
| Independent scholar | 2 | 0 | 1 | 0 |
| Personal closeness | 1 | 2 | 3 | 1 |
| **Stage 4** | | | | |
| Independence/ professional equality | 3 | 0 | 1 | 0 |

TABLE XX (Continued)

| Stage/Description | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentee N | No Mentee N | Mentee N | No Mentee N |
| Friends | 0 | 0 | 2 | 0 |
| Stage 5 | | | | |
| Full-professional/ colleague | 3 | 0 | 2 | 0 |

category with the most responses was Friends (2).

In Stage 5 the only category was Full Professional/Colleague; male with mentee had two responses in this category; female with mentee had two.

For both male and female with no mentee there were no responses beyond Stage 3. In Stage 1 the responses were evenly distributed among all categories. In State 2 the category with the most responses for male and female with no mentee was Identifying Outstanding Students, male (2), female (2). In Stage 3 the category of having the most male with no mentee responses was Personal Closeness (2). In Stage 3 the category having the only response for female with no mentee was also Personal Closeness (1).

The results of Question 33, "If your relationships with your mentee/ protege has ended, how did it end?" are presented in Table XXI. The category having the most responses for male with mentee was Infrequent Contact Positive Basis (5), second was No Contact Negative Basis (1). For female with mentee the category with the most responses was No Contact Positive Basis (3), second was Infrequent Contact Positive Basis (2).

The results of Question 34, "If you still maintain contact with your mentee/protege, how has the relationship changed?" are presented in Table XXII. The category with the most male with mentee responses was Peers (5), second was Friends (1). The categories with the most female with mentee responses were Peers (3) and Friends (3).

The results of Question 35, "What were the benefits of your exper- ience with your mentee/protege?" are presented in Table XXIII. For male with mentee the categories with the most responses were Growth From

TABLE XXI

NUMBERS OF RESPONSES TO QUESTION CONCERNING
ENDING OF MENTEE RELATIONSHIP BY
SEX AND MENTEE STATUS

| Ending | Male | | Female | |
|---|---|---|---|---|
| | Mentee N | No Mentee N | Mentee N | No Mentee N |
| Frequent contact new relationship | 0 | 1 | 1 | 2 |
| Infrequent contact positive basis | 5 | 1 | 2 | 1 |
| No contact positive basis | 0 | 2 | 3 | 0 |
| No contact negative basis | 1 | 0 | 1 | 0 |

TABLE XXII

NUMBERS OF .RESPONSES TO QUESTION CONCERNING
CHANGES IN MENTEE RELATIONSHIP BY SEX
AND MENTEE STATUS

| Change | Male | | Female | |
| --- | --- | --- | --- | --- |
| | Mentee N | No Mentee N | Mentee N | No Mentee N |
| Peers | 5 | 1 | 3 | 0 |
| Friends | 1 | 1 | 3 | 1 |
| No change | 0 | 2 | 1 | 2 |

TABLE XXIII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
BENEFITS OF MENTEE BY SEX AND
MENTEE STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Benefit | Mentee N* | No Mentee N* | Mentee N* | No Mentee N* |
| Graduate student gives support/confidence | 0 | 1 | 0 | 0 |
| Teaching/seeing student grow | 1 | 2 | 3 | 0 |
| Sharing mentee's experiences | 0 | 0 | 0 | 1 |
| No special benefits | 0 | 1 | 0 | 1 |
| Exhiliration of new relationships | 0 | 0 | 1 | 0 |
| Growth from them/ visibility | 2 | 0 | 2 | 0 |
| Life itself-fits mentor's needs | 1 | 0 | 0 | 0 |
| Intellectual stimulation/ exchange of minds | 2 | 0 | 0 | 0 |
| Ego-stroking | 0 | 0 | 2 | 0 |
| Friendship | 0 | 0 | 0 | 1 |
| Extension of mentor | 1 | 1 | 0 | 0 |

*Numbers may indicate more than one response per respondent.

Them/Visibility (2) and Intellectual Stimulation/Exchange of Minds (2).
For female with mentee the category with the most responses was Teaching/
Seeing Students Grow (3), second were Growth From Them/Visibility (2)
and Ego-Stroking (2).

The results of Question 36, "What were the problems with your mentee/
Protege?" are presented in Tabel XXIV. The category with the most re-
sponses for male with mentee was No Problems (2). The category with the
most responses for female with mentee was also No Problems (3), second
was Not Meeting Mentor's Expectations (2).

The results of Question 37, "What was special about your relation-
ship with your mentee/protege?" are presented in Table XXV. The
category with the most responses for male with mentee was Seeing People
Succeed and Grow After Mentor's Contribution (5). The categories with
the most responses for female with mentee were Seeing People Succeed and
Grow After Mentor's Contribution (2) and Ego Benefits (2).

The results of Question 38, "Is there anything else you would like
to say about your experience with your mentee/protege?" are presented
in narrative. Of the total responses, 14 responses (70 percent) were
non-productive, the respondents had no further comments. Of the remain-
ing six, one was male with no mentee; three were male with mentee; two
were female with mentee.

The male with no mentee reported that his relationship with the
significant graduate student was more of a peer than a mentee relation-
ship. One male with mentee reported that the relationship had been a
remarkable experience, another reported bragging about and "selling" his
mentees professionally. The third male with mentee reported feeling he
would never lose some of them, that they would be lifelong friendships.

TABLE XXIV

NUMBERS OF RESPONSES TO QUESTION CONCERNING
PROBLEMS WITH MENTEE BY SEX AND
MENTEE STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Problem | Mentee N | No Mentee N | Mentee N | No Mentee N |
| No problems | 2 | 3 | 3 | 2 |
| Student taking liberties with professor | 0 | 0 | 1 | 0 |
| Time consuming | 1 | 0 | 1 | 0 |
| Student uninformed about graduate study | 1 | 0 | 0 | 0 |
| Divided interests/ jobs--graduate studies | 1 | 0 | 0 | 0 |
| Not meeting mentor's expectations | 0 | 0 | 2 | 1 |
| Violation of trust | 0 | 1 | 0 | 0 |
| Can't accept mentor's humanness | 1 | 0 | 0 | 0 |

TABLE XXV

NUMBERS OF RESPONSES TO QUESTION CONCERNING
WHAT WAS SPECIAL ABOUT MENTEE
RELATIONSHIP BY SEX AND
MENTEE STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Special | Mentee N* | No Mentee N* | Mentee N* | No Mentee N* |
| Choosing the right graduate assistant | 0 | 1 | 0 | 0 |
| Unique communication | 1 | 1 | 1 | 0 |
| Mutual closeness/ sharing | 0 | 1 | 1 | 1 |
| Nothing special | 1 | 1 | 1 | 3 |
| Enjoyed, could count on mentee | 0 | 0 | 1 | 0 |
| Seeing people succeed and grow after mentor's contribu- tion | 5 | 0 | 2 | 0 |
| Each different relationship is special | 1 | 0 | 0 | 0 |
| Ego benefits | 0 | 0 | 2 | 0 |

*Numbers may indicate more than one response per respondent.

This respondent also reported that his relationship with his mentees ensured him a professional place as an educator in terms of the identification with them.

Of the females with mentee, one reported wanting an "ideal" mentee to mold in her own image and "send her/him out there?" The other female with mentee reported that she believed more students needed to realize they need a mentor; more faculty members need to reach out.

Differences in Being Mentored and Mentoring

## Comparison of Processes

The results of Question 25, "In your opinion, how is the mentoring process different when mentoring as compared with being mentored? How are the characteristics different?" are presented in Table XXVI. For male with mentor the category with the most responses was Process the Same or Similar (5), second was Aware of Being Mentor, Not Aware of Being Mentee (4). For male with mentee the categories having the most responses were Process the Same or Similar (4) and Aware of Being Mentor, Not Aware of Being Mentee. For female with mentor the category with the most responses was Process the Same or Similar (3), second were Aware of Being Mentor, Not Aware of Being Mentee (1) and mentors less than was mentored (1). For female with mentee the category with the most responses was Process the Same or Similar (3), second were Aware of Being Mentor, Not Aware of Being Mentee (1) and Mentors less than was Mentored (1).

TABLE XXVI

NUMBERS OF RESPONSES TO QUESTIONS CONCERNING
A COMPARISON OF MENTORING AND
BEING MENTORED BY SEX AND
MENTOR/MENTEE STATUS

| Characteristics | Male | | Female | |
|---|---|---|---|---|
| | Mentor Mentee N* | No Mentor No Mentee N* | Mentor Mentee N* | No Mentor No Mentee N* |
| Process the same | 5 | 1 | 3 | 4 |
| or similar | 4 | 3 | 5 | 2 |
| Historical differences/ | | | | |
| different time | 1 | 0 | 0 | 0 |
| periods | 1 | 0 | 0 | 0 |
| Mentors more than | 0 | 0 | 0 | 1 |
| was mentored | 0 | 0 | 0 | ˌ1 |
| Mentors less than | 1 | 1 | 1 | 0 |
| was mentored | 1 | 1 | 1 | 0 |
| Mentor has choice | 1 | 0 | 0 | 1 |
| | 1 | 0 | 1 | 0 |
| Aware of being mentor, | | | | |
| not aware of being | 4 | 0 | 1 | 0 |
| mentee | 4 | 0 | 1 | 0 |

*Numbers may indicate more than one response per respondent.

Factors Significant in the Formation

of the Mentor Process

## Mentor Formation Process

The results of Question 7, "From your experiences, how is the mentor relationship established?  What are the steps in the formation process?" are presented in Table XXVII.

In Step 1a for male with mentor the categories having the most responses were Significant Other (3) and Structural Arrangement (3), second was Role Model (2). For female with mentor the category with the most responses was Significant Other (3), second was Patron (2).

In Step 1b the categories with the most responses for male with mentor were Structure Dictates (3) and Mutual/Reciprocal (3), second was Mentee Initiates (2).  For female with mentor the category with the most responses was Mentee  Initiates (4), second was Mutual/Reciprocal (1).

In Step 2 the category with the most responses for male with mentor was Mutual Sharing (6).  For female with mentor the categories with the most responses were Mentee Initiates More Contact (2) and Mutual Sharing (2).

In Step 3 the category with the most responses for male with mentor was Mutual Sharing (8).  For female with mentor the category with the most responses was also Mutual Sharing (5).

In Step 4 the category with the most responses for male with mentor was More Personal Sharing (3).  For female with mentor the categories with the most responses were More Professional Sharing (1) and More Personal Sharing (1).

In Step 5 the category with the most responses for male with mentor

TABLE XXVII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
FORMATION OF THE MENTOR RELATIONSHIP
BY SEX AND MENTOR STATUS

| | Male | | Female | |
| Steps | Mentor<br>N | No Mentor<br>N | Mentor<br>N | No Mentor<br>N |
| --- | --- | --- | --- | --- |
| Step 1a | | | | |
| Role model | 2 | 0 | 0 | 2 |
| Significant other | 3 | 1 | 3 | 3 |
| Patron | 0 | 0 | 2 | 0 |
| Structural<br>    arrangement | 3 | 1 | 0 | 0 |
| Step 1b | | | | |
| Mentee stands out | 0 | 0 | 0 | 2 |
| Mentor initiates | 0 | 0 | 0 | 0 |
| Mentee initiates | 2 | 1 | 4 | 2 |
| Structure dictates | 3 | 1 | 0 | 0 |
| Mutual/reciprocal | 3 | 0 | 1 | 1 |
| Step 2 | | | | |
| Mentor initiates<br>    more contact | 0 | 0 | 0 | 1 |
| Mentee initiates<br>    more contact | 1 | 0 | 2 | 3 |
| Mutual sharing | 6 | 2 | 2 | 1 |
| Mentee gets mentors<br>    attention by<br>    performance | 1 | 0 | 1 | 0 |

TABLE XXVII (Continued)

| Steps | Male | | Female | |
|---|---|---|---|---|
| | Mentor N | No Mentor N | Mentor N | No Mentor N |
| Step 3 | | | | |
| Mentee initiates more contact | 0 | 1 | 0 | 1 |
| Mutual sharing | 8 | 1 | 5 | 3 |
| Step 4 | | | | |
| More professional sharing | 1 | 1 | 1 | 1 |
| More personal sharing | 3 | 1 | 1 | 2 |
| Step 5 | | | | |
| More mentee professional independence | 3 | 0 | 0 | 0 |
| In-depth personal involvement | 1 | 0 | 2 | 0 |
| Step 6 | | | | |
| Professional development acknowledged, expanding professional socialization | 3 | 0 | 0 | 0 |
| Step 7 | | | | |
| More complete involvement in mentor's total life | 2 | 0 | 0 | 0 |
| Step 8 | | | | |
| Dual process-complete reciprocity | 1 | 0 | 0 | 0 |

TABLE XXVII (Continued)

| Steps | Male | | Female | |
|---|---|---|---|---|
| | Mentor N | No Mentor N | Mentor N | No Mentor N |
| Step 9 | | | | |
| Equal treatment as peers | 1 | 0 | 0 | 0 |
| Step 10 | | | | |
| Total immersion of both in learning and scholarship | 1 | 0 | 0 | 0 |

was More Mentee Professional Independence (3). For female with mentor the category with the most responses was In-Depth Personal Involvement (2). There were no female responses beyond Step 5.

In Step 6 there was only one category, Professional Development Acknowledged Expanding Professional Socialization. Male with mentor responses were three.

In Step 7 there was only one category, More Complete Involvement in Mentor's Total Life. Male with mentor responses were two.

In Step 8 there was only one category, Dual Process-Complete Reciprocity; there was one male with mentor response.

In Step 9 there was only one category, Equal Treatment as Peers; there was one male with mentor response.

In Step 10 there was only one category, Total Immersion of Both in Learning and Scholarship; there was one male with mentor response.

## Mentee Formation Process

The results of Question 24, "How was your relationship established with your mentee/protege? From the mentor's perspective, what are the steps in the formation process?" are presented in Table XXVIII.

In Step 1 the category with the most responses for male with mentee was Mentee Stands Out (4). For female with mentee the categories with the most responses were Mentor Initiates (3) and Mentee Stands Out (3).

In Step 2 the categories of Mentor Initiates More Contact; Mentee Initiates More Contact; and Mutual Sharing all had an equal number of male and female with mentee responses (2).

In Step 3 the categories with the most male with mentee responses were Mutual Professional Sharing (2) and Mutual Personal Sharing (2).

TABLE XXVIII

NUMBERS OF RESPONSES TO QUESTION CONCERNING
FORMATION OF THE MENTEE RELATIONSHIP BY
SEX AND MENTEE STATUS

| | Male | | Female | |
| Steps | Mentee N | No Mentee N | Mentee N | No Mentee N |
|---|---|---|---|---|
| Step 1 | | | | |
| Mentor initiates | 0 | 0 | 3 | 0 |
| Mentee initiates | 1 | 1 | 0 | 2 |
| Structurally dictated | 1 | 2 | 1 | 0 |
| Mutual/reciprocal | 0 | 0 | 0 | 0 |
| Mentee stands out | 4 | 0 | 3 | 0 |
| Steps not known | 0 | 1 | 0 | 1 |
| Step 2 | | | | |
| Mentor initiates more contact | 2 | 0 | 2 | 0 |
| Mentee initiates more contact | 2 | 3 | 2 | 2 |
| Mutual sharing | 2 | 0 | 2 | 0 |
| Step 3 | | | | |
| Mentee initiates more contact | 1 | 1 | 0 | 0 |
| Mutual professional sharing | 2 | 1 | 4 | 1 |
| Mutual personal sharing | 2 | 1 | 2 | 1 |

TABLE XXVIII (Continued)

NUMBERS OF RESPONSES TO QUESTION CONCERNING
FORMATION OF THE MENTEE RELATIONSHIP BY
SEX AND MENTEE STATUS

| | Male | | Female | |
|---|---|---|---|---|
| Steps | Mentee<br>N | No Mentee<br>N | Mentee<br>N | No Mentee<br>N |
| Step 4 | | | | |
| More professional<br>  sharing | 1 | 0 | 0 | 0 |
| More personal<br>  sharing | 2 | 1 | 4 | 1 |
| Step 5 | | | | |
| Professional<br>  growth | 2 | 0 | 0 | 0 |
| Personal growth | 0 | 1 | 1 | 0 |

The category with the most responses for female wtih mentee was Mutual Professional Sharing (4), second was Mutual Personal Sharing (2).

In Step 4 the category with the most responses for male with mentee was More Personal Sharing (2), second was More Professional Sharing (1). For female with mentee the category with the most responses was More Personal Sharing (4), the other category had no female responses.

In Step 5 the only category with responses for male with mentee was Professional Growth (2). For female with mentee the only category having a response was Personal Growth (1).

## Male and Female Differences

The results of Question 12, "Do you believe there is a difference between the mentor experiences of male and female professors?" If yes, what are these differences; how can they be explained? If no, explain." are presented in Table XXIX. The category with the most male with mentor responses was More Male Role Models (6), second was Females Less Secure, More Threatened as Mentors (4). The category with the most responses for female with mentor was More Male Role Models (2), second was Sexual Concerns (1). The category Females Less Secure, More Threatened as Mentors had no female with mentor responses. For male with mentee the category with the most responses was More Male Role Models (4), next were the categories Sexual Concerns (3) and Females Less Secure, More Threatened as Mentors (3). For female with mentee the category with the most responses was More Male Role Models (4), second was Sexual Concerns (2).

For male with no mentor the categories with the most responses were Sexual Concerns (1) and No Differences (1). For male with no mentee

TABLE XXIX

NUMBERS OF RESPONSES TO QUESTION CONCERNING
MALE AND FEMALE MENTEE DIFFERENCES
BY SEX AND MENTOR/MENTEE STATUS

| | Male | | Female | |
| --- | --- | --- | --- | --- |
| Differences | Mentor Mentee N* | No Mentor No Mentee N* | Mentor Mentee N* | No Mentor No Mentee N* |
| More male role models | 6 4 | 0 2 | 2 4 | 2 2 |
| Sexual concerns | 3 3 | 1 1 | 1 2 | 1 0 |
| Female less secure, more threatened as mentors | 4 3 | 0 1 | 0 1 | 1 0 |
| No differences | 0 0 | 1 0 | 2 0 | 1 1 |

*Numbers may indicate more than one response per respondent.

the category with the most responses was More Male Role Models (2).
For female with no mentor the category with the most responses was More
Male Role Models (4). For female with no mentee the categories with the
most responses was More Male Role Models (2).

The results of Question 29, "Do you believe there is a difference
between the mentee/protege experiences of male and female professors?
If yes, what are these differences; how can they be explained? If no,
explain." are presented in Table XXX. For male with mentor the
categories with the msot responses were Sexual, Intimate Concerns (3)
and Lack of Opportunities for Females (3). For female with mentor the
categories with the most responses were Sexual, Intimate Concerns (2)
and No Differences (2). For male with mentee the category with the most
responses was Lack of Opportunities for Females (3). The category with
the most female with mentee responses was Sexual, Intimate Concerns (2).

For male with no mentor the categories with the most responses
were Sexual, Intimate Concerns (1) and Lack of Opportunities for Females
(1). For female with no mentor the category with the most responses was
Sexual, Intimate Concerns (3). For male with no mentee the category
with the most responses was Sexual, Intimate Concerns. For female with
no mentee the category with the most responses was Sexual, Intimate
Concerns (2).

## Utilization of the Mentor Process

The results of Question 40, "What possibilities do you see, if any,
for the utilization of the mentor process within your particular
educational setting?" are presented in narrative. The first section of
the narrative deals with reasons the mentor process is not utilized;

TABLE XXX

NUMBERS OF RESPONSES TO QUESTION CONCERNING
MALE AND FEMALE MENTOR DIFFERENCES BY
SEX AND MENTEE/MENTOR STATUS

| Differences | Male | | Female | |
|---|---|---|---|---|
| | Mentor Mentee N | No Mentor No Mentee N | Mentor Mentee N | No Mentor No Mentee N |
| Sexual, intimate concerns | 3 2 | 1 2 | 2 3 | 3 2 |
| Lack of opportunities for females | 3 3 | 1 1 | 1 2 | 1 0 |
| Do differences | 2 1 | 0 1 | 2 2 | 1 1 |

reasons making it difficult to use. One male with no mentor or mentee reported there was no mentoring in secondary education because they were "misfits" in higher education. One female with no mentor or mentee reported that a mentor was ineffective with their large numbers; her relationship with students is strictly task-oriented. One male with mentor and mentee reported that the mentor/mentee relationship does not stay, it destroys itself and becomes a mutual professional using, not mentoring. One female with no mentor but having a mentee reported that students do not need mentoring, they need student-faculty involvement; a total immersion in the academic environment. One female with a mentor and mentee reported a need for more opportunities that would provide for such a relationship; she does not believe they are available now. One female with no mentor or mentee reported that it was hard to mentor; there were too many different diversified fields within her area of specialty. She reported a need for student mentors.

The next section of the narrative deals with the importance of the mentor process. One female having a mentor and mentee reported that mentoring was an important student motivator. One female with no mentee but having a mentor reported that the mentor process was a professional and personal growth process. One male with a mentor but no mentee reported that there were many benefits, one of the most important being enhancing the efficiency of professors' efforts. One male with a mentor and mentee reported that the "dyad" was a value contribution, to develop-ing competent people. One male with no mentor but having a mentee reported a need for more student immersion into academic programs; he believed that the mentor relationship was vital to establishing a strong professional identity.

The next section of the narrative deals with general and specific concerns related to utilization of the mentor process. One female with a mentor and mentee reported a need for more individual involvement with students. One male with a mentor and mentee reported that talking and sharing one-on-one was the heart of instruction; he believed students should get to know and feel comfortable with professors. One male with a mentor but no mentee reported that there was a need for a systematically assessed process between two people, one that was monitored. He believed that graduate students should have a choice of advisers, after having access to a brief on each faculty member. One male having a mentor and mentee reported a need for faculty time and willingness to be involved in such a relationship. He believed a mentor must gain satisfaction and gratification in developing others' careers. One female with no mentor but having a mentee reported that she believes the mentor relationship happens naturally when artificial barriers are removed; she did not believe anything needed to be done to create mentoring. One female with mentor and mentee reported her belief that a student should have a choice of committee after getting to know the faculty. One female with no mentor but having a mentee reported that more time was needed to teach students professional job survival skills. One male with a mentor but no mentee reported a suggestion for using a "cluster approach" whereby a faculty member develops around him/her a group of interested graduate students and then works them into research programs; a socialization into the network. One male with mentor and mentee reported that "networking" was a follow-up to mentor/mentee teams. He believed there was a need for "hospitality houses" to help faculty and students become acquainted and develop relationships.

Improvement of Mentor Process in

Higher Education

The results of Question 8, "In your opinion, how does the mentor process operate? What are the characteristics of this process in higher education?" characteristic responses are presented in Table XXXI. The category with the most responses for male with mentor was five. The category for female with mentor was Personal (4). For male with mentee all categories received an equal number of responses (2). For female with mentee the category with the most responses was Personal (4).

For male with no mentor the categories with the most responses were Professional (1) and Structural (1). For female with no mentor the category with the most responses was Professional (3). The category with the most responses for male with no mentee was Personal (3). The categories for female with no mentee had an even number of respones (1).

Within the Professional category there were two male responses (10 percent), and four female responses (20 percent). Within the Structural category there were three male responses (15 percent), and one female response (5 percent). Within the Personal category there were five male responses (25 percent) and five female responses (25 percent).

The results of Question 39, "How do you believe the mentoring process can be improved in higher education?" are presented in narrative form. This narrative has three sections; one dealing with structural concerns, one dealing with professional/educational concerns, and one dealing with personal concerns. Within the structural concerns section, there were eight males and three females. Within the professional

TABLE XXXI

NUMBERS OF RESPONSES TO QUESTION CONCERNING
CHARACTERISTICS OF THE MENTOR PROCESS IN
HIGHER EDUCATION BY SEX AND
MENTOR/MENTEE STATUS

| | Male | | Female | |
| Characteristics | Mentor Mentee N | No Mentor No Mentee N | Mentor Mentee N | No Mentor No Mentee N |
|---|---|---|---|---|
| Professional | 1<br>2 | 1<br>0 | 1<br>3 | 3<br>1 |
| Structural | 2<br>2 | 1<br>1 | 0<br>0 | 1<br>1 |
| Personal | 5<br>2 | 0<br>3 | 4<br>4 | 1<br>1 |

concerns section there were three females and one male.

The first section of the narrative deals with structural concerns. One male with no mentor or mentee reported that he does not like the politics of the institution and will probably remove himself from the "nastiness" of higher education at his earliest opportunity. One male with mentor but no mentee reported that higher education was the "numbers game." He did not believe large numbers could be mentored. His suggestions for improvement of the mentoring process included more intimate contacts. He believed there should be an opportunity for candidates to meet with, not be assigned to, professors on an informal basis. He suggested graduate orientation seminars and informal chat sessions. One female with no mentor but having a mentee reported that she believed graduate students were too isolated. She suggested providing a place for students that would be "their" place, physically and in a role. She believed there was a need for graduate assistantships to help students, not departments. One female with mentor and mentee reported a need for more teaching/research assistantships in order to bring students into the academic environment and foster mentor relationships. One male with mentor and mentee reported his belief in limiting the number of doctoral students per professor. He also believed there was a need for financial support for students so students could be around more. One male with mentor and mentee reported his belief that a frontal attack and improvement programs would not work. He addressed structural arrangements, and having smaller numbers of students. He also believed professors should get recognition for mentoring or other compensation. He believed there was a need for a value structure change. One male with mentor and mentee reported a need to take time to mentor. He beleived that mentoring

should be made an institutional goal. He stated that credit should be given for mentoring, it is an integral part of scholar maturation. He does not think public universities have the resources to provide an "elitist" hands-on education that graduate schools must be; there is a conflict with mass education. One male with mentor and mentee reported his belief in requiring students to meet and interact with faculty and advisers. He felt there should also be a course requirement to use professors' office hours. One male with no mentor but having a mentee reported that higher education was in trouble, it was a "training school." He believed there was a need for immersion in mutual inquiry for growth; higher education needs full-time, not part-time students. One male with mentor but not mentee reported a need to increase the mentee's aware-ness and significance of the process. To him, there was a need for more contact and exposure of student with faculty and a need to reduce student/ faculty ratio. He also mentioned imposing a legitimate residency re-quirement. One female with mentor and mentee reported she believed a professor's obligation was more than just academic. Her suggestions were to relieve the research and publication pressure and let nothing undermine the student/professor relationship.

The next section of the narrative deals with professional/educa-tional concerns. One female with mentee but no mentor reported a suggestion to educate faculty and students about the mentor process by means of recognition and an orientation program. One female with no mentor or mentee reported a need for a mentor education program involving a literature search and formal and informal discussion groups. One female with no mentor or mentee reported a need for mentors to spend more time teaching job market survival skills; how to do contributive

professional work. One female with a mentor but no mentee reported a need to spend time with students. She believed there should be fewer conflicting demands on professors and in-service training and professional development concerning interpersonal relations. She believed higher education professors should become more humanistic in working with people. One male with mentor but no mentee reported a need for more information on the mentor process.

The next section of the narrative deals with personal concerns. One female with mentor and mentee reported that she believed good mentors have had good mentors. She felt more time was needed to become involved with students. She believed that the characteristics of the mentor process were of a personal, not structural nature; professors should give and respond to others, as a kind of "perpetuation of self." One female with mentor and mentee reported her belief that any guidelines for "assignment" would ruin it. She believed that professors need to be more open and sensitive but that the relationship has to come from the students. One male with mentor and mentee reported a need to lift "taboos." He believed there were too many social expectations of professors. His suggestion was to use temporary systems; an approach involving a group of people being together all day, every day, for extended periods of time. This would allow risk-taking and a rechanneling of status maintenance energy. One female with no mentor but having a mentee reported a need to take down artificial barriers of sex and race and make everyone a part of the game; honest "competition."

The results of Question 41, "How could climates be created within higher education which would make the establsihment of mentor relationships easier?" are presented in narrative. This narrative has three

sections; one dealing with structural concerns, one dealing with professional/educational concerns, and one dealing with personal concerns. Within the structural concerns section, there were five males and six females. Within the professional/educational concerns section there were five males and two females. Within the personal concerns section there were no males and two females.

The first section of the narrative deals with structural concerns. One male with no mentor or mentee reported his belief that the structure of higher education would not change in his lifetime. One female with no mentor but having a mentee reported her belief in "proximity." She suggested that graduate students should have a function within the department in order to better identify with faculty members. One female with no mentor or mentee reported the present atmosphere was not good. She believed the pace was too fast, not allowing for interaction. She suggested professors seeking out students and matching older with younger graduate students. She also mentioned having more stringent residency requirements and alloting more time for graduate student interaction. One female with no mentor or mentee reported a need for more faculty leisure, allowing for more interaction. She suggested having a lower student/faculty ratio, more faculty lounges, a rescheduling of classes for interaction, and more individual attention to students. One female with no mentor or mentee reported there should not be "mass education" on the graduate level. She believed students should seek and find a mentor and suggested a need for more teaching assistantships and practical internships. One male with mentor and mentee reported a need to upgrade residency requirements and have budgetary allocations for more interaction activities. He suggested a rescheduling of classes, having

a lighter professional load, making graduate enrollment more personal, and having smaller seminar settings. One male with mentor and mentee reported he had no further suggestions for climate creation. One female with mentor and mentee reported a need for smaller classes and more effective ways to get to know students on a more personal level. One male with mentor and mentee reported having smaller classes and small group activities built into a course. One female with mentor but no mentee reported a need for more allocation of time in order to interact more with students. She also mentioned having in-service training for faculty. One male with mentor but no mentee reported a need for more one-on-one communication in a small group, giving faculty more time to socialize with students.

The next section of the narrative deals with professional/educational concerns. One male with mentor but no mentee reported needing to experiment with different methods; set goals and ways to reach them. One male with mentor and mentee reported a need to recognize mentor relationships as an essential component of graduate study. He believed we need to encourage people to be mentors, within the reward system and administrative chain. He also suggested cutting back on the graduate load and establishing quality controls in higher education. One female with mentor and mentee reported a need to reconsider time frames, number of courses, and pressure on professors. She suggested more graduate assistantships, investigating the "unhealthy" competition among professors, and rearranging priorities. One male with no mentor but having a mentee reported a need to emphasize the teacher role in a very broad sense that would consider mentorship. He suggested making students' involvement in research a shared inquiry and growth experience,

not just a competitive thing. One male with mentor but no mentee reported making it practical to do a residency; the residency should be at least one year. One male with mentor and mentee reported that there must be the opportunity for the mentor relationship to function outside the world of theory and become applied in realistic situations; and for that phenomenon to give credibility to the mentor. One female with mentor and mentee reported a need to give some type of reward to professors who really give themselves to the students. She believed giving encouragement to the mentor was difficult to do in a "pragmatic" society.

The next section of the narrative deals with the personal concerns. One female with mentor and mentee reported a need for more personal human contact with students. She suggested more student study-type programs and keeping smaller classes. She believes higher education has become too impersonal; professors need to think more about helping other human beings grow and develop. One female with no mentor but having a mentee reported a need for more mutual trust among faculty.

## Researcher's Observations

The researcher's interview observations are presented in narrative form. These observations are based on the researcher's subjective impressions and reflect interviewer interpretations. Presented first are general observations, followed by those of a more specific nature.

The first general observation is that males without a mentor reported more feelings of independence; isolation, and alienation from peers than were reported by those with a mentor. The general tone of the interview with males not having a mentor was one of professional

frustration, and in one case, one of professional futility and despair.

The second general observation is that females without a mentor reported more feelings of sadness, anger, and frustration than were reported by those with a mentor. The general tone of the interveiw with females not having a mentor was one of professional isolation, with-drawal from personal involvement with peers, and in one case, depression and apathy. Females without a mentor also seemed more angry and defensive when discussing professional relationships.

## Male-Mentor

Respondent One. This respondent appeared somewhat defensive and evasive during the first part of the interview session. He seemed sad and frustrated when talking about his mentor's rejection of him. It seems he had not taken his mentor's advice concerning a professional position, and because of this, his mentor "dumped" him. His feelings concerning the intimacy of his mentor relationship seemed to surface as he reflected on the experience.

Respondent Two. This respondent appeared very open and candid in relating his feelings about faculty/student relationships. He mentioned that he did not feel like a slave as a graduate student, but he felt most graduate students today are willing to do anything to please the professor; he beleived this was unnecessary and dysfunctional, the students are not acting as professionals. Although he related that he liked students who were willing to take risks, the researcher felt he somewhat enjoyed the distance. Although he was supposedly concerned about students' formality, it is interesting that he has no mentee.

Respondent Three.  Respondent three appeared to enjoy the interview session and seemed most interested to know the results of the study. He reflected a sense of satisfaction when talking about his mentors.  He appeared quite proud of the relationship he had established with prominent educators in his field; he showed feelings when relating his experiences.  He seemed quite enthusiastic when talking about his foreign students and their taking some of his methodology and philosophy back to their native county; he seemed to take a personal  interest in his students.

Respondent Four.  This respondent was easy  to interview.  He appeared very open, alive, and energetic; a warm and positive person. He showed much emotion when talking of his mentors and reflecting on the experience.  He seemed somewhat frustrated with males having a difficult time being "close" in this culture; he emphasized the importance of getting out of roles in order to establish real, open, human relationships.

Resondent Five.  This respondent was most interesting to interview. Although he did a lot of reflecting on the pre-World War II atmosphere in graduate schools, he contributed a lot of comparative information. He was most emotional in talking of his mentor; the relationship seemed very intimate.  He reflected frustration with today's mass education and seemed sad about the loss of something that once was.

Respondent Six.  The interview with this respondent was most enjoyable and informative.  He seemed very "andragogical" in his approach to students, stating he did not like the term "mentee" because it seemed to imply a lower, more subordinate position; he liked the terms "senior" and "junior" learner.  He believed in allowing the individual freedom

to become his/her own person  and stated what was  important was mutual
respect, mutual acceptance, mutual admiration; a shared learning exper-
ience involves mutual exploring.  He seemed very personally concerned
about the interview topic and talked with great enthusiasm about his
experiences with mentors and mentees.

Respondent Seven.  This respondent appeared very open, warm and
enthusiastic in talking of his mentors and mentees.  He seemed to reflect
a belief that the heart and core of being an "educator" was the personal
involvement with his students.  He talked at length and endearingly
about his relationship with his mentor and showed much emotion in regard
to his personal relationship with students.

Respondent Eight.  This respondent was quite verbose throughout the
interview.  He seemed excited about his relationship with his mentor,
but somewhat confused about how to reach out to his students.  He did
appear concerned about his not being able to share with his students what
had been shared with him. He reflected optimism concerning being able
to mentor students at a later date.

Male-No Mentor

Respondent One.  This respondent appeared gruff, arrogant, and
irritable in the initial stage of the interview session. As the inter-
view progressed be became more open and sharing.  He seemed very
opinionated and proud of "fighting for causes."  He did seem to care
about children and programs for them, but seemed very tired of fighting
battles.  He mentioned he felt he was growing older and did not want to
put forth the effort or energy to interact with students as he once had.
He seemed to take pride in his independent stance and not caring what

others thought of him. He seemed to reflect feelings of sadness and isolation.

Respondent Two. This respondent appeared as a very bitter, disappointed person who had little trust in and respect for most others in his field. He spoke as though those people whom he admired and wanted to emulate were not even aware, except marginally, that he was even around. He reflected the stance of a loner, an individualist, and very isolated. From the information shared, there was no seeming affirmation of him by his role models, including his father. There were feelings of sadness, frustration, and despair.

## Female-Mentor

Respondent One. This respondent was very warm, open, and comfortable to interview. She seemed to have much empathy and care for foreign students and indicated wanting to reach out to them. She did express some sadness in not being about to get closer to her mentor; she was raised in a culture which precluded her from becoming more than a student. It seemed important to her to be close to her students.

Respondent Two. This respondent seemed to be somewhat "rushed" during the intial phase of the interview. As the interview progressed she seemed to become more interested and shared feelings about her relationships. She mentioned feeling students had reached out to her and she didn't respond due to being tied up with other things. She reflected a belief that, as a professor, it takes time to reach a certain point where there is time to relax with duties. She reflected frustration and exasperation in not being able to become more involved with her students.

Responent Three.  This respondent appeared open and positive. She indicated an impatience with students who are not self-directing and want to "use" professors.  She had warm reflections concerning her mentor, but was quick to indicate her independence as a student and her expectations of her students in that regard.  She seemed to enjoy her work with students, as long as they met their responsibilities.

Respondent Four.  This respondent seemed very energetic and interested in the interview topic.  Although quite young herself, she seemed to look rather humorously upon the antics of her "childish" students who were going through things she had been through so long ago.  She seemed a little emotional concerning the loss of those things she had as a student; especially changing from student to professional.  She seemed sad about losing the complexion of the relationship she had with her mentor.  She did reflect surprise that a male mentor could turn out to be a very good friend.  She indicated a concern about her "youthful" image and how this would affect her relationship with male students. She seemed confused about her identity as a role model for males. She did indicate she was attempted to establish a close relationship with her students, male and female.

Responent Five.  This respondent was very warm, open and congenial. She seemed very comfortable and confident in her role as female and professor.  She indicated early in the interview that "typical" women's roles were not the type she had wanted to role-model as a student.  She appeared very enthusiastic and grateful in talking of her mentor, but indicated it was not a  relationship that went beyond professional boundaries into the personal areas.  She semed very emotional when she described the early "fights" for women's rights; she alluded to some of

her own mistreatment. She appeared most adament, in her soft spoken way, about raising awareness and social consciousness concerning the frustrations of women in our society.

### Female – No Mentor

Respondent One. This respondent seemed very warm, open, and relaxed. Since doing her dissertation on mentoring, she was most interested in the findings of this study. She talked a lot about women's role-models and her experiences during the World War II era. She mentioned the term "Aunt Jane" referring to women who had reached heights and were accustomed to living in a male world. She mentioned she role-modeled after her father because he was doing the kinds of things she wanted to do. She stated she felt close to her mother but did not want to be in her mother's position. She seemed accepting of her earlier professional limitations due to her being female, but, although she did not question her unequal treatment at the time, she has since.

Respondent Two. This respondent seemed very intense, reflecting anger and sadness. She reflected strong denial in needing closeness and human involvement; it seemed important to her to keep people at a comfortable, professional distance. She appeared very matter-of-fact and distant from her undergraduate students. She seemed to skirt the issue a lot when it concerned her loss in not having had a mentor. The "proof of the pudding" of an educational experience seemed to her to be the "professional product" in terms of research, publications, etc. Professional, to her, seemed to be purely intellect over the emotions; she seemed overly controlled, she did not laugh or even smile once.

Respondent Three. This respondent seemed angry throughout the interview. She gave the impression that she had "done it all" with no special treatment from anyone. She appeared somewhat "flippant" when identifying a significant person in her graduate program. She stated she would identify "herself" as her own mentor; she just knew what she wanted, reached out, and controlled everything. She indicated she would like to find the "ideal mentee" someone she could mold and shape in her own image and "send them out there."

Respondent Four. This respondent seemed sad when talking of seeking out other graduate students for advice and support during her graduate program. There was a sense of her being somewhat lost and insecure at this stage of her growth and development. When asked how she felt about not having had a mentor relationship with one of her major professors, she immediately responded, "cheated." Following her response of being cheated, she immediately began to rationalize, justify, and take the responsibility for not having had this relationship, or at least shared the responsibility of not reaching out to her major professors.

Respondent Five. This respondent seemed to attempt, in a very cool and abstract manner, to analyze all the variables involved in the mentor process. She dealt with personality characteristics, cause and effort, etc. in attempting to justify her lack of a mentor; she explained it very intellectually. She seemed somewhat defensive when asked if she had expectations of her faculty members. She stated her belief that all the educational approaches to understanding and applying the mentor process just sounded so "trite."

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary and discussion of the results of this study. The findings presented in Chapter IV are summarized, the researcher's conclusions are presented, and recommendations for further research and practice are given.

## Summary

The problem of this study was the lack of research data dealing with the formation process and function of the university professor's relationship with his/her mentor/mentee. The purpose of this study was to identify and to examine those factors which university professors considered significant in the formation process and function of their relationship with identified mentors/mentees.

The research questions of this study were:

1. How do university professors define a mentor/mentee?

2. How do university professors describe their mentor experiences?

3. What are the differences perceived by university professors in being mentored and mentoring?

4. What factors do university professors consider significant in the formation of a mentor/mentee relationsip?

5. Are there differences between the mentor experiences described by male and female professors; both as mentor and mentee?

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6. What possibilities do university professors see for the utiliza-
tion of the mentorprocess within their particular educational setting?

7. How do university professors believe the mentor process can be
improved in higher education.

## Summary of Findings

### Assumption Two

The colleges selected for study within these institutions were
representative of other colleges within these institutions.

The findings of this study do not totally support Assumption Two.
Respondents indicated that faculty/student relationships within the
college of education were different from those within other colleges,
especially the sciences. Several respondents indicated that within many
other colleges, faculty and students are involved in more long term
relationships as a result of sharing common research pursuits. Accord-
ing to the respondents, graduate students within the college of education
rarely experience this kind of mutual sharing.

The findings of research question one were: most males defined a men-
tor in terms of a patron, sponsor, or career enhances, while most females
defined a mentor in terms of a role model or confidence builder. Defi-
nition of a mentee by males was a student having a need, with whom they
shared a growth experience, gained visibility, and experienced
intellectual stimulation. Females defined a mentee as a student having
a need and a similar/significant other, from whom they received satis-
faction and ego benefits, from watching the student grow.

The findings of research question two were: the male mentor

relationships were longer in duration, involved more off campus contacts, and depicted more emotional exchanges than female relationships. In the development of the mentor relationship, the stages of progression for males and females were similar, with the exception that male relationships seemed to develop more slowly. With mentees, the development of the female relationship also seemed to progress faster than did male relationships. Concerning the ending of the mentee relationship, males maintained contact with their mentees to a greater extent than did females.

The findings of research question three were: males as mentors were more aware of being a mentor than being a mentee. Females reported the processes of mentoring and being mentored were the same, or similar.

The findings of research question four were: males perceived the formation of relationships with mentors as being the result of the structural arrangement, and as mutual/reciprocal. Females perceived the formation process with mentors to be the results of identifying a significant other, with the mentee doing the initiating. The steps in the formation process seemed to indicate a slower, but more complete development for males. With mentees, the female mentor initiated contact more quickly than the male; the final step in the process for females was personal growth, for males it was professional growth.

The findings of research question five were: more males than females identified a lack of opportunities for females. Both male and female reported more male role models were available.

The findings of research question six were: males reported the utilization of the mentor process in terms of its being a value contributor, the heart of instruction, and a lead into networking. Females

reported the process in terms of what needed to be changed in the structure.

The findings of research question seven were: males reported the characteristics of the mentor process in higher education from the perspective of a cooperative model involving trust, lack of relationship structure, and symbiosis. Females reported the characteristics from the perspective of mutual respect, acceptance, and unrestricted growth.

Concerning improvement, males dealt with the issue of legitimizing the mentor process in graduate programs; structural arrangements. Females addressed professional/educational concerns, such as being more open, giving, and sensitivity toward students; a need for professors to reach out more to students.

Concerning the creation of climates, males addressed structural and professional concerns; females dealt with structural and personal issues. Males dealt with structural and professional legitimization of the mentor process and the effects this would have on all programs within graduate school. Females dealt with legitimization of mentoring from the perspective of the professor's role and credibility establishment.

## Conclusions

The conclusions drawn from this study were as follows:

1. The different defintions of mentor/mentee reported by male and female professors seem to indicate the more limited professional use of mentors by females. Females appeared to see the mentor more as a personal benefit, role model, and confidence builder. Males perceived the mentor as a professional sponsor, career enhancer, and guide. The interpretation is that most female professors believed professional

opportunities were more limited for them than for males.

In regard to professors' relationships with mentees, males defined a mentee in terms of sharing a growth experience, gaining visibility, and professional identification. Females defined a mentee in terms of receiving satisfaction and ego benefits from watching the students grow. The interpretation is, again, the more limited professional identification by females.

2. Male mentor relationships were described as longer lasting, more informal, and more open to personal and emotional exchanges than were female relationships. The interpretation is that male mentor relationships were more intimate and secure, allowing for more risk-taking and further solidification of the relationship. The slower progression of male relationships could indicate more time was needed to establish the boundaries within which to risk and grow.

The findings concerning professors' relationships with mentees seem to support the more rapid, but less complete development of female relationships. The content factor would seem to reinforce the assumption that male relationships were more enduring; males maintained more contact with mentees than did females.

3. The findings concerning the difference between being mentored and mentoring indicated that, either males were not as aware of being a mentee as were females, or, that females were not as aware of being a mentor as were males. Either way, the interpretation is that males believed the process was mutual, females believed the mentee did the reaching out.

4. In regard to the relationship with a mentor, males reported the importance of the structure which allowed the contact, and a mutual/

reciprocal choice. Females reported there was an identification of a significant other, followed by the mentee initiating more contact. The interpretation is that males emphasized the mutuality, females did not. The assumption is that females have had to reach out in order to have the mentor relationship. The differences in the formation steps indicated the longer developing male relationship leading to professional growth; the more quickly established female relationship led to personal growth.

5. The findings concerning the differences by sex, together with the findings of the other questions, seem to indicate the mutual awareness by male and female professors of the differences in their experiences. It was interesting that females did not indicate a lack of opportunities for themselves; however, males felt there was the lack of opportunities for females.

6. The response to the perceived utilization of the mentor process revealed that most males reported on their experiences, while most females reported on their needs and hopes for change. This could indicate that males have been able to utilize the mentor process within higher education more than females.

7. Both males and females reported characteristics of the process from the personal perspective, but males emphasized the more in-depth characteristics of trust and symbiosis, evolving from risk-taking. Females emphasized characteristics which seemed to indicate more distance; mutual respect and unrestricted growth. Males could feel more secure and could afford to take more risks than the females.

Males tended to deal with structural improvement areas; while females primarily addressed professional/educational concerns. An

interpretation of this difference provides the possibility that females feel more powerless to affect structural changes.

Addressing the issue of climates, males dealt with structural and professional concerns and females emphasized structural and personal issues. The concern of males was legitimization of the process of mentoring as it would affect the structure and the profession. Females dealt with legitimization from the perspective of professor credibility. A possible interpretation may be that males and females each deal with areas within which they feel confident to affect change.

## Recommendations for Further
## Practice and Research

The following recommendations for further practice and research are made based on the results of this study.

### Practice

It is recommended that:

1. Universities examine their institutional priorities concerning the investment of professors' time in student development.

2. Universities establish educational/training programs concerning the mentor process; involving faculty and students.

3. Structural changes be made on a departmental level which would make the interaction of faculty and students easier; having faculty/ student lounges, hospitality houses, and social functions.

4. Attempts be made to legitimize the mentor process within graduate school programs, thus creating further structural changes necessary to allow this process to be more fully utilized.

<u>Research</u>

It is recommended that:

1.  Another study should be conducted to determine the effects of the mentor relationship on other students with whom the mentor does not have this type relationship.  This study could also involve the effects of the mentor relationship on the mentor's colleagues who may not be as intimately involved as the mentee.

2.  A comparison study should be conducted with the students of the respondents in this study to determine students' perceptions of the mentor process.

3.  A study should be conducted concerning the mentor process and racial minorities.

4.  Mentoring and part-time, off-campus students should be investigated.

5.  The mentor process within different cultures should be studied.

6.  A comparative study should be conducted concerning the mentor process during different historical periods.

7.  A study should be conducted concerning the role of "power" and its relationship to the mentor process.

Theory Development

1.  Based on the results of this study, it is theorized that mentors have more "power" to influence professional development than do role-models, sponsors, or counselors.  It is suggested that the dimension of "power" is one factor differentiating the mentor relationship from

other relationships.

2. It is theorized that both males and females _not_ experiencing a mentor relationship will have less professional success and more personal distance from colleagues and students than those experiencing a mentor relationsihp.

3. It is theorized that the mentor relationship is one of mutual choice. Relationships formed on the basis of assignment or matching do not meet the criteria of a mentor relationship, and most will not develop into the kind of relationship that will have mentoring benefits.

4. It is theorized that those students who are part-time, off-campus, will have fewer mentor relationships than those spending more time in the academic environment.

The findings of this study indicate that the mentor process is perceived by most university professors to be important to scholarship development and professional advancement. Most professors experiencing a mentor relationship regard it as an outstanding contribution to their personal and professional growth and development. Most professors not experiencing a mentor relationship acknowledge the importance of this kind of relationship and indicated a sense of loss in not having experienced it.

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APPENDIXES

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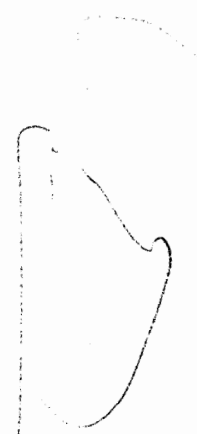
APPENDIX A

COVER LETTER

College of Education

Oklahoma State University

Stillwater, Oklahoma

Dear

    I would like your permission to interview you as part of a research project being conducted this summer and fall, 1983. The purpose of the interview is to obtain information concerning the experiences of Higher Education Professors with mentors/role models/influential people. Other research has found that despite general agreement among educators on the importance and significance of the mentor/significant other, surprisingly little has been written about the mentor-student relationship.

    One purpose of the interview is to identify and examine those factors which you consider significant in the formation process and relationship with your mentors/influential others. Another area of concern is how you believe the mentor-student relationship can be used in higher education. It is hoped that the findings of our research will uncover new ways for you to use the mentoring process within your particular educational setting.

    I would appreciate your cooperation in this research to be conducted on your campus on Wednesday, Thursday, and Friday of each week during the months of August and September, 1983. I will contact you by telephone in order to determine the specific date and time of the interview. I would be happy to send you a copy of the results of this survey as soon as it is completed.

    Thank you for your assistance in this project.

<div style="text-align:center">Sincerely yours,</div>

<div style="text-align:center">Scott Q. Wright</div>

APPENDIX B

INTERVIEW FORM

SCHOOL:

COLLEGE:

NAME:

RANK:

SEX:

AGE:

OTHER:


1.  Are you familiar with the concept of "mentoring"?  Yes_____   No_____

2.  How would you define a mentor?  (Categorize the interview responses.)

Advisor_____

Advocate_____

Ally_____

Career Enhancer_____

Companion_____

Confidant_____

Consultant_____

Counselor_____

Friend_____

Guide_____

Legitimizer_____

Patron_____

Role Model_____

Sponsor_____

Teacher_____

Other_____

_____

_____

3. Can you identify one or more individuals who have served or are serving in the capacity of mentor for you? Yes_____ No_____ Number_____.

If the answer to this question is yes, go to question seven.

If the answer to this question is no, go to question four.

4. Did you consider someone as a possible mentor and they reject you? Yes_____

No_____ If the answer to this question is no, go to question twenty-two.

5. How did you deal with this rejection? _____

_____

_____

_____

6. How did this rejection affect your relationship with the person you had

considered for a mentor? Go next to question twenty-two. _____

_____

_____

_____

7. From your experience, how is the mentor relationship established? What

are the steps in the formation process?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

8. In your opinion, how does the mentor process operate? What are the char-

acteristics of this process in higher education? Characteristics:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

9.  Did you have expectations of your mentor?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

10. Did your mentor let you know his/her expectations of you?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

11. What type of contact did/do you have with your mentor?  On or off campus?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

12. Do you believe there is a difference between the mentor experiences of
male and female professors?  If yes, what are these differences; how can they

be explained?  If no, explain.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other:  _____

Explanations:  _____

_____

_____

_____

_____

13.  How long was/has been your relationship with your mentor?

1-5 years_____    6-10 years_____    11-15 years_____    16-20 years_____    over 20 years_____

14.  What is the age difference between you and your mentor?

1-5 years_____    6-10 years_____    11-15 years_____    16-20 years_____    21-30 years_____

31-40 years_____    over 40 years_____

15.  Did your relationship with your mentor progress through identifiable

stages?  If so, what were these stages and how long did each last?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other:  _____

16.  If your relationship with your mentor has ended, how did it end?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

17. If you still maintain contact with your mentor, how has the relationship

changed? _____

_____

_____

_____

_____

18. What were the benefits of your mentor experience?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

19. What were the problems with your mentor experience?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

20. What was "special" about your mentor relationship? _____

_____

_____

_____

_____

21.  Is there anything else you would like to say about your mentor experience?

_____

_____

_____

_____

22.  Do you believe you have served, or are serving as a mentor for others?

Yes_____   No_____   If the answer to this question is no, go to question forty.

23.  How would you define a mentee/protege?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Other: _____

_____

_____

**24.** How was your relationship established with your mentee/protege?  From the mentor's perspective, what are the steps in the formation process?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

**25.** In your opinion, how is the mentoring process different when mentoring as compared with being mentored?  How are the characteristics different?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

**26.** Did you have expectations of your mentee/protege?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

**27.** Did your mentee/protege let you know his/her expectations of you?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

28. What type of contact did/do you have with your mentee/protege?  On or off campus?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

29. Do you believe there is a difference between the mentee/protege experiences of male and female professors?  If yes, what are these differences: how can they be explained?  If no, explain.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

Explanations: _____

_____

_____

_____

_____

30. How long was/has been your relationship with your mentee/protege?

1-5 years_____    6-10 years_____    11-15 years_____    16-20 years_____    over 20 years_____

31. What is the age difference between you and your mentee/protege?

1-5 years_____    6-10 years_____    11-15 years_____    16-20 years_____    21-30 years_____

31-40 years_____   over 40 years_____

32.  Did your relationship with your mentee/protege progress through identifiable stages?  If so, what were these stages and how long did each last?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

33.  If your relationship with your mentee/protege has ended, how did it end?

_____

_____

_____

_____

34.  If you still maintain contact with your mentee/protege, how has the relationship changed? _____

_____

_____

_____

35.  What were the benefits of your experience with your mentee/protege?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

36.  What were the problems with your mentee/protege?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Other: _____

37. What was "special" about your relationship with your mentee/protege?

_____

_____

_____

_____

38. Is there anything else you would like to say about your experience with
your mentee/protege? _____

_____

_____

_____

39. How do you believe the mentoring process can be improved in higher education?

_____

_____

_____

_____

_____

40. What possibilities do you see, if any, for the utilization of the mentor
process within your particular educational setting? _____

_____

_____

_____

_____

41. How could climates be created within higher education which would make
the establishment of mentor relationships easier? _____

_____

_____

_____

_____

_____

2/

VITA

Scott Quincy Wright

Candidate for the Degree of

Doctor of Education

Thesis:  UNIVERSITY PROFESSORS AND THEIR MENTORS/MENTEES CHARACTERISTICS
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