MENTORING RELATIONSHIPS OF WOMEN ADMINISTRATORS IN THE COOPERATIVE EXTENSION SERVICE

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INTRODUCTION

The sweeping influx of women into the workplace is the single most outstanding social phenomenon of this century--an unprecedented revolution. According to the U.S. Department of Labor (1992), in 1970 and 1980, women's share of the labor force was 38 percent and 42 percent, respectively. In 1990 women were 45 percent of the labor force, and projections indicate they will become 47 percent of the civilian labor force in 2005 (U.S. Department of Labor, Women's Bureau, 1992). Almost two-thirds of the new entrants to the labor force between 1985 and 2000 will be female (Jamison & O'Mara, 1991).

Simply stated, the U.S. work force is becoming increasingly female. Without question women have made significant gains in labor force participation, educational attainment, and professional status in the business world. Ambition, necessity, choice, and changing mores all help explain why there are currently so many working women.

Today, more women are earning advanced degrees in male-intensive fields of study than ever before. This is one of the most significant reasons for women's ascent into middle management within corporations. According to Powell (1990), "women have been receiving at least half of the bachelor's degrees awarded since 1982, whereas they received less than one-third of these degrees in 1965 and less than one-quarter in 1950.

They now receive one-third of the MBA degrees awarded, up from 25 percent in 1981 and four percent in 1971" (p. 67).

U.S. Department of Labor reports reveal that in 1988 women in the United States represented 39.3 percent of all persons employed in managerial, executive and administrative positions (an increase from 26.5 percent in 1978). Despite these significant gains, women are underrepresented in managerial occupations when compared with their overall share of the civilian labor force of 45 percent (1989).

Literature reviews continue to note that women earn less than men. Betz and Fitgerald (1987) reported that "despite active and sometimes heated debate concerning the cause of present wage disparities between the sexes, it is clear that when a monetary or economic criterion is applied, women are much less successful than men" (p.171). One factor thought to be major in accounting for success in managerial and professional careers is access to more senior members of the organization.

Dreher and Ash (1990) proposed that the formation of mentoring relationships with senior managers is considered to have positive career effects for the protégée. They stated, "If access to mentoring relationships is limited for women or if women do not receive the same level of return from such relationships as their male counterparts, then negative salary and promotional consequences are likely to be the result" (p. 539).

According to McGee (1994), the number of women in the administrative position of dean and above in our colleges and universities is disproportionate to the total employed. "There are far fewer women in positions of leadership and influence than men" (McGee, 1994, p. 3). Sekaran & Leong (1992) asserted that educational institutions are

the most conservative of organizations, and unless the external environment exerts pressure, things will remain the same in higher education.

Another educational network in which the number of female administrators is disproportionate to the number of employees is the Cooperative Extension Service (CES), a part of each state's land-grant university. This educational network provides research-based practical education applied to the complex problems of America's individuals and families, communities, agriculture, business and industry.

According to McGee (1994), during the seventy-nine-year history of this national organization, nine females have served as state CES Director, the organization's equivalent to chief executive officer (CEO). Currently, five women, or 10 % of Cooperative Extension Service directors, serve as the chief executive officer of a state-based Cooperative Extension Service at land-grant universities designated by the Morrill Acts of 1862 and 1890.

Administrative/managerial positions exist in Cooperative Extension program units at the state land grant universities and in county/unit and district offices throughout 50 states and four territories. Titles of these managerial positions include County or Unit Director, Chair, Coordinator or Leader; District Director; State Director, Associate or Assistant Director, or their equivalents. Among these administrative positions, approximately 25% are being filled with employees who are women (USDA, 1994).

Throughout the history of Extension, women within the organization have proven to be competent leaders in providing organizational and management education to youth and adults throughout the country. They are experienced in volunteer and personnel

management, financial operations and problem solving (skills determined necessary to be an administrator).

Audiences (customers) served by Cooperative Extension consist largely of females who look to the professionals to supply factual answers, teach process skills, and develop leadership capabilities among the volunteer youth and adult learners in the community. Female agents, much like their co-workers, take responsibility in other organizations within their communities and are called upon to serve on boards, committees, and task forces where their management and decision-making skills are valued.

Still, the cadre of potential women administrators within the organization remains virtually untapped. Goering's (1990) study revealed that female Extension workers represent 25 percent of all managers and administrators throughout the Extension system.

According to Patton (1990), "gender equity is an issue within the Cooperative Extension Service and an issue in determining the clientele" served by the organization. Continued efforts are being made to increase awareness of Civil Rights and cultural diversity when working with clientele. The question arises: Are efforts being made to promote equity and cultural diversity within the organization?

Statement of the Problem

Early history reveals that a position of managerial leadership was considered a masculine domain (Clabaugh, 1986). In the traditional 1862 Cooperative Extension Program, a tendency to perpetuate that philosophy still exists. It is a male-intensive organization, housed in male-dominated Colleges of Agriculture, in partnership with the

male-led federal Extension Service based in the United States Department of Agriculture (USDA).

According to Ragins (1992), female managers are currently faced with a lack of upward mobility in organizations. Compared to their male counterparts, female managers in the United States are less likely to advance as far or as fast within the organization. One explanation for this disparity in advancement is gender differences in the development of mentoring relationships, particularly with administrators, most of whom are male.

Within Extension, male administrators tend to mentor other men and "groom" them specifically for administrative positions. Although women have experienced beneficial relationships among peers and co-workers, few of those relationships have been with managers in positions of authority to promote the female workers. Consequently women are at a significant disadvantage in competing with their male counterparts for promotion to administrative positions.

Thus, the problem addressed in this study is:

In the male-dominated, traditional organization of the Cooperative Extension Service, there is a disparity in the development and advancement of female employees. Women are at a significant disadvantage in competing with their male counterparts for promotion to administrative positions, partly because of the differences in mentoring opportunities with male administrators who dominate top influential leadership positions.

Statement of Purpose

Studies have shown that early life experiences, formal education, mentoring, and other activities in adult life contribute toward an individual's life and career development.

(Kouzes & Posner, 1990). The purpose of this study was to explore the presence of a mentor in the life and career development of female employees in the Cooperative Extension Service, an educational organization supported by the United States Department of Agriculture (USDA) in cooperation with land grant universities throughout the United States.

Need for This Study

One of the ways an employee can develop managerial skills and advance in the organization is by learning from others and emulating their examples. According to Hoferek (1981), one of the most relevant concepts underlying leadership involves an element of a theory called "social learning theory". It maintains that people learn how they should behave by observing models like themselves.

Cook (1982) and Zey (1984) proposed that an exchange relationship exists through mentoring which includes the mentor, the protégée, and the organization. By coaching and counseling junior colleagues, both male and female managers can build reputations as excellent developers of talent for the organization. They in turn can create a cadre of loyal subordinates while providing both technical and psychological support to the junior co-workers. These dual benefits make those who embrace mentoring responsibilities that much more attractive to executive teams concerned with developing organizational human resources (Parker and Kram, 1993).

Evidence indicates that women have fewer interactions with individuals in positions of power in the organization (Noe, 1988). Consistent with the underrepresentation of women in administrative positions in the Cooperative Extension Service, is a scarcity of

female role models readily accessible for mentoring women who want to become administrators. In addition, some males who could be instrumental in the career development and advancement of young females do not provide such comprehensive assistance to them..

A study was needed to determine whether women in the Cooperative Extension Service were receiving the benefits of mentoring during their career development. This elicited three questions which were proposed for the study.

Research Questions

1) Have women administrators in the Cooperative Extension Service experienced beneficial mentoring?

2) In what ways have mentors been helpful to these women administrators in their careers?

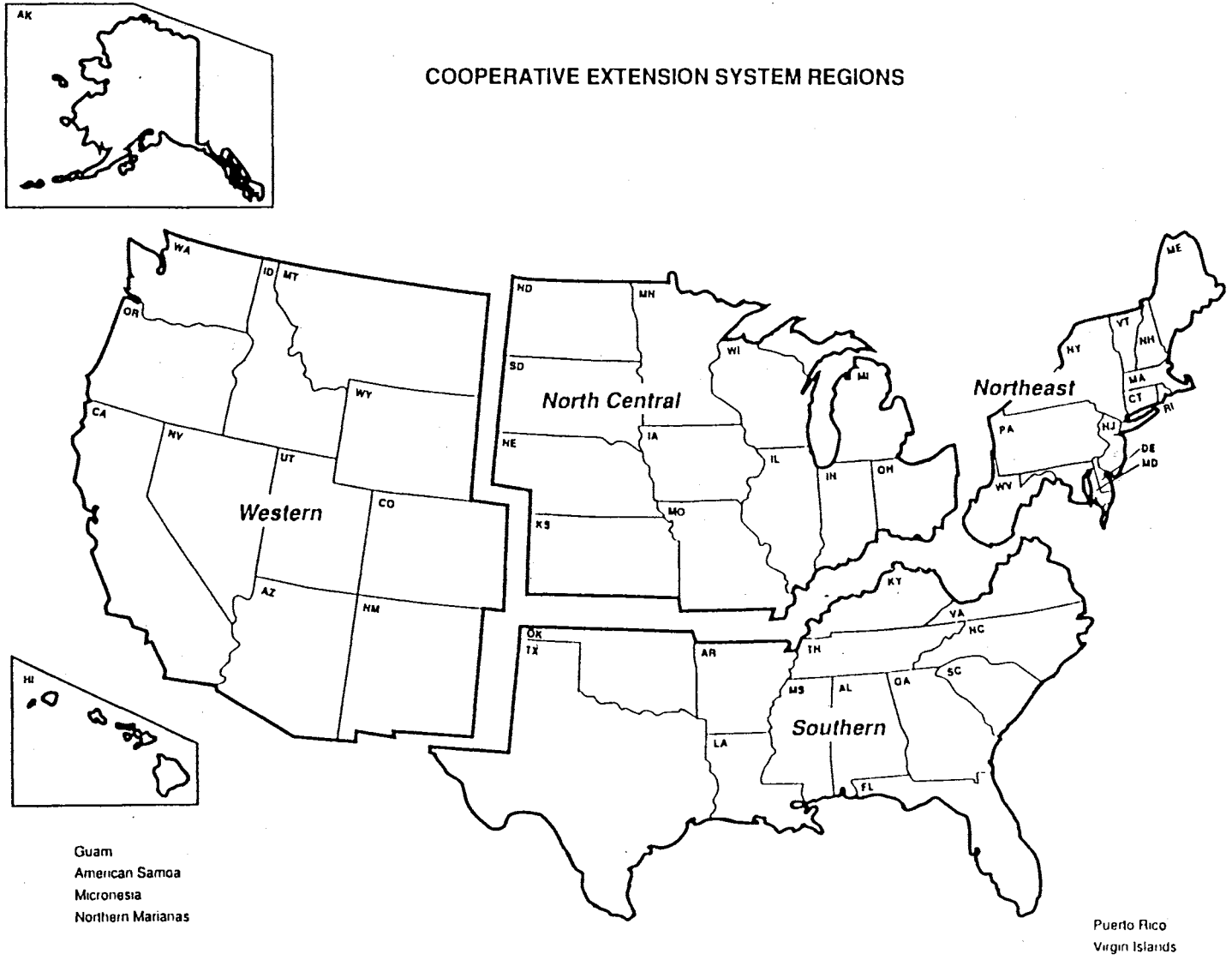
3) In what ways have mentoring experiences contributed to the subjects' perceived career success and job satisfaction?

Scope and Limitations

1. Data from questionnaires and in-depth interviews were limited to women in administrative positions within the Cooperative Extension Service. The participants were selected from county, district and state offices in the Cooperative Extension Service among thirteen states within the southern region (see Figure 1).

2. Mentoring experienced by these professionals may not be representative of the experiences of those in county, district and state offices within other regions.

Figure 1


COOPERATIVE EXTENSION SYSTEM REGIONS
AK
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RI
NJ
DE
MD
Western
North Central
Northeast
Southern
Guam
American Samoa
Micronesia
Northern Marianas
Puerto Rico
Virgin Islands

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:

Administrator - For the purpose of this study, an administrator is a person responsible for overseeing functions and staff of an operating unit within the Cooperative Extension Service. Responsibilities include managing budgets, personnel and general functions of the office. The administrator may have additional programmatic responsibility. Administrative titles include County or Unit Director, Chair, Coordinator, or Leader; District Director; State Director, Associate Director, or Assistant Director; or an equivalent.

Mentoring relationship - A special, intense relationship in which an older or more experienced person (or person with greater rank and/or expertise, i.e. mentor) takes a personal interest in the professional and personal development of another person (a mentee or protégée) in the organization by providing experiences that benefit the mentee's or protégée's career (Alleman, 1982). A more detailed description of specific characteristics and functions of the mentoring relationship is provided in Chapter II.

Facilitated Mentoring - A structure and series of processes designed to create effective mentoring relationships, guide the desired behavior change of those involved, and evaluate the results for the protégées, the mentors, and the organization with the primary purpose of systematically developing the skills and leadership abilities of the less-experienced members of an organization (Murray and Owen, 1991).

Informal/Spontaneous Mentoring - Mentoring which is not facilitated by any structure or process; it comes about when a mentor and protégée develop a mutual relationship in which one with more experience and expertise helps the other who needs and wants assistance and guidance (Murray and Owen, 1991).

Protégée- The French feminine term for one specially cared for by another who is older or more powerful; an employee influenced by the expertise and guidance of a superior.

Summary

Mentors have been defined as higher ranking, influential, senior organizational members with advanced experience and knowledge who are committed to providing upward mobility and support to a protégée's professional career (Collins, 1983; Kram, 1985, Roche, 1979). Mentoring relationships may serve a number of functions (Kram, 1983; Zey, 1984; Murray and Owen, 1991).

Mentors may provide training and inside information about the organization and its political functions. They may provide psychosocial support and increase the protégée's self-confidence by serving as a counselor, friend, role-model, and coach. They may also serve as a buffer between the organization and the individual by running interference for the protégée and by providing special access to information, contacts, and resources. In short, mentors may serve to provide for the protégée's upward mobility in the organization by giving support, visibility, resources, and direction.

Mentoring relationships have been found to be significant factors in career development (Kram, 1983; Ragins, 1989; Phillips-Jones, 1982), organizational success

(Bolton & Humphreys, 1977; Lunding, Clements, & Perkins, 1978), and career satisfaction (Riley & Wrench, 1985; Roche, 1979). This line of research suggests that advancement to powerful positions in organizations may be partially based upon the successful development of mentoring relationships.

This chapter has included a discussion of the problem, the purpose of the research study, the research questions, definition of terms, and scope and limitations for the research study. Chapter II, Review of Literature, provides the theoretical framework for the study and the review of literature related to mentoring.

Chapter III, Methodology, explains the method of data collection and the treatment of data for the purposes of the study. Chapter IV, Presentation of Findings, describes the findings of the study in relationship to the specific research questions. Chapter V, Summary, Conclusions, and Recommendations, discusses the results of the study, the researcher's conclusions, recommendations for practice, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

This research study was conducted for the purpose of describing the mentoring experiences of women administrators in the Cooperative Extension Service. This chapter, Review of Literature, provides the theoretical framework for the study and presents a discussion of literature related to mentoring.

Background of Mentoring

According to Moore (1980), the term "mentor" was developed in the arena of leadership, meaning the realm of kings, princes, heads of governments and probably leaders of colleges and universities. The word "mentor" was first used by Homer in *The Odyssey* (1967). Mentor was the name of an old and trusted friend of King Ulysses who was left to care for and nurture Telemachus, Ulysses' son, while the king was away fighting in the Trojan War. Mentor assisted Telemachus in learning how to go about his father's work. He introduced the prince to other rulers and taught him how to act. Thus the name "mentor" came to refer to a wise and trusted counselor who advises an aspiring leader and helps him/her to come to power.

When Ulysses returned, his son, Telemachus, had learned many things from Mentor. However, one of the characters in Homer's story was in disguise--to everyone's surprise--it was Mentor! Actually, Mentor was the goddess Athene, who disguised

herself as old, trusted Mentor in order to get Telemachus to exert himself to correct the imbalance in the kingdom caused by his father's absence.

According to Murray and Owen (1991), Homer's story reflects one of the oldest attempts by a society to facilitate mentoring. It was customary in ancient Greece for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor--usually a relative or a friend of the boy's father.

These relationships were based on a basic principle of human survival: humans learn skills, culture, and values directly from other humans whom they look up to or admire. Children learn to avoid physical harm through parental warnings and example; they learn to communicate and interact primarily in the family unit. Successive generations of family members carry on many of the behaviors and rituals modeled by parents and parental figures.

These same principles of modeling and mentoring have been key elements in the continuity of art, craft, and commerce from ancient times (Murray and Owen, 1991). Societies helped structure the professions by apprenticing young boys to a master who was considered excellent in his trade. The boy lived with the master, worked his way up to journeyman, and finally became a master himself by taking an examination or producing an exemplary work in his profession (hence the word *masterpiece).*

Although the description of mentorships can be traced back to ancient Greek history, most of the empirical research on mentorships has been conducted only within the past decade (Chao, Walz and Gardner, 1992). In today's terms, mentors

are influential people who significantly help others reach their major life goals. They have the power--through whom or what they know--to promote the welfare, training or career of the mentee (Phillips-Jones 1982); Mentors have a dramatic and intense impact on the lives of others, and often they can help engineer critical turning points.

Duration of Mentoring Relationships

Mentoring relationships usually last several years and go through different stages, depending upon the age, maturity, stage of development and needs of the protégée. The mentor is usually eight to 15 years older than the protégée; often the mentor is in a stage of life when s/he wants to give something in return for help received at an earlier stage in her/his own career.

According to Levinson (1978) a mentoring relationship is transitional and typically lasts two to three years, eight to ten at the most, with termination being the result of a move, a job change or death. Similarly, Hennig and Jardim (1977) noted that mentoring relationships among professional women ended after ten years when women became more independent and less personally dependent upon the mentor and the relationship.

Phases of the Mentoring Relationship

Based on her field research of 18 pairs of mentors and protégées, Kram (1983,1985) presented a conceptual model which highlighted successive phases of the mentoring relationship based on intensive biographical interviews. She identified four

predictable, though not entirely distinct phases: initiation, cultivation, separation and redefinition.

Initiation - a period of six months to 12 months when the relationship gets started and becomes important to both individuals. The mentor provides coaching, protection, challenging work assignments, visibility and emotional support. The protégée provides assistance to the mentor and shows respect, a desire to learn and willingness to be coached. The protégée observes the workings of the organization and the mentor's work values.

Cultivation - a period of two to five years when the number of career and psychosocial functions provided by the mentor increases to a maximum. The senior manager provides feedback and extends further emotional support in the form of friendship and career counseling. In turn, the mentor experiences the satisfaction of contributing to the career successes of the protégée. Both individuals continue to benefit from the relationship. More frequent and meaningful interactions occur; both become more emotionally linked.

Separation - a period of six months to two years after a change in the structural role relationship, such as a transfer or promotion for the protégée (perhaps to the level of the mentor). With such changes, feelings of independence and autonomy on the part of the protégée, or threat and betrayal by the mentor may develop. The protégée may no longer need coaching, or the mentor may be psychologically or physically unable to provide career or psychosocial functions. Both parties may feel a sense of loneliness or abandonment during this period. However, with the separation,

the younger manager can emerge from the protective influence of the mentor and demonstrate her/his independent career capabilities. In turn, the mentor may feel a sense of accomplishment and self-satisfaction when everyone sees that the investment in the development of the protégée proved successful.

Redefinition - a period when the relationship ends or resumes under new terms. There is no longer a need for the mentor relationship. The protégée may develop a relationship with a new mentor. Peer status may be achieved as a result of diminished resentment and increased thankfulness and appreciation (Kram, 1983, 1985). This period may last indefinitely.

Benefits of Mentoring

Mentoring benefits not only the mentor and protégée, but the organization as well. Cook (1982) and Zey (1984) proposed that an exchange relationship exists through mentoring which includes the mentor, the protégée, and the organization. Zey, 1984) produced a model (see Figure 2), to represent this three-way interrelationship.

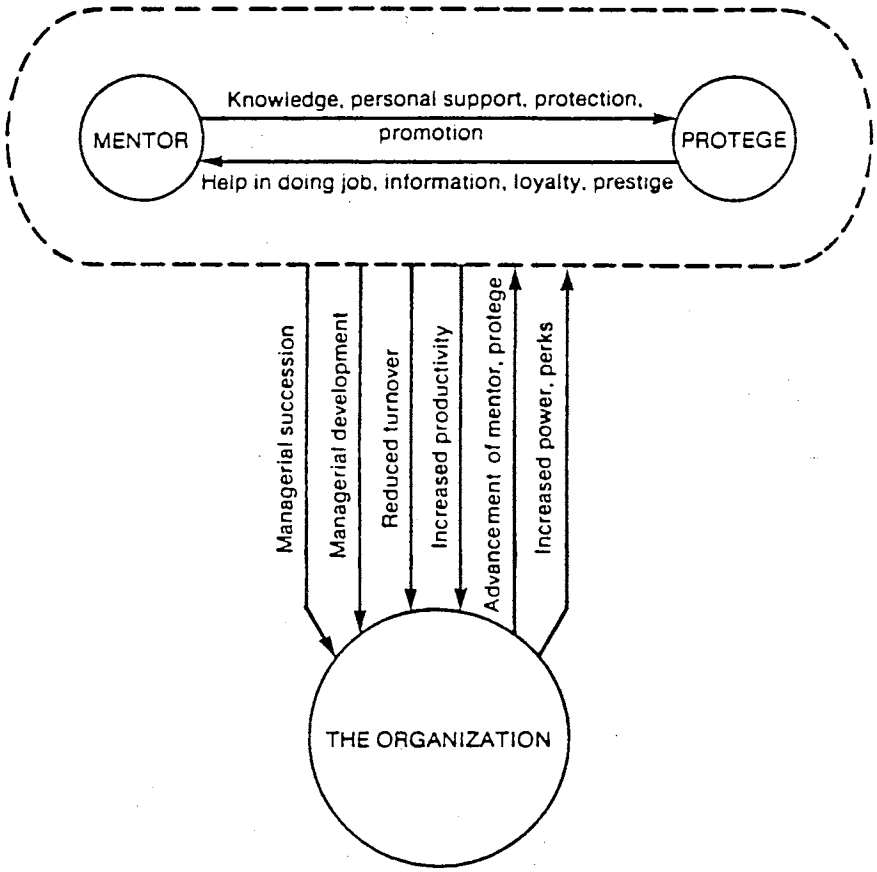
Organizational Benefits of Mentoring

Zey (1985), stated that the mentoring process fulfills various corporate needs:

1. It fosters the growth of relationships between junior and senior members of the organization.

2. It becomes a major component of the management/professional training function.

The Mutual Benefits Model



An exchange relationship exists between the mentor, the protégé, and the organization. The arrows in the figure represent the benefits that are transferred. They show that the mentor gives the protégé support and protection and that the protégé helps the mentor do his job, build his empire. The figure also indicates that the mentor relationship transfers benefits to the organization...and that in exchange for these benefits the organization advances the position and increases the power of both the mentor and the protégé (Zey, 1984, pp. 10, 11).

Figure 2

3. It helps corporations meet their affirmative action mandate by providing mentoring to individuals/groups that have had the most difficult time finding seniors to serve as sponsors, namely women and minorities.

4. It develops the protégées into full-fledged professionals and/or administrators who learn and understand the culture in which they work.

5. It helps to fulfill the perpetuation role of organizations and the critical need for creating reservoirs of adaptive people who in turn can teach others to manage.

Many organizations have recognized the value of mentorships and have implemented the practice of mentoring as part of the planned career development (Noe, 1988; Zey, 1991).

Importance of Mentoring to the Mentor

Mentoring involves some measure of philanthropy and a sense of obligation in doing something for the protégée. However, mentors are also doing something for themselves; they are making productive use of their own knowledge and skills in middle age (Levinson, 1979, Kram, 1983, Zey, 1984).

Erikson's concept of polarity at this life stage, "generativity versus stagnation," suggests the potential value of a mentor relationship to the mentor. Through enabling others, the mid-life individual satisfies important generative needs (Erikson, 1963, 1968, 1978). S/he has the opportunity to review and reappraise the past by participating in a younger adult's attempts to face the challenges of early adulthood. The mentor is allowed to identify and to keep what is youthful in oneself, to further the development of young men and women, to help others in their struggles to form

and live out their Dream, and to assist others to lead better lives according to their own values and abilities (Levinson, 1978).

Mentors may feel challenged, stimulated, and creative in providing mentoring functions as they become senior adults with wisdom to share. Alternatively, they may feel rivaled and threatened by a younger adult's growth and advancement (Kram, 1983).

Krueger, Blackwell & Knight (1992) proposed that the mentoring experience can be a time of renewal and growth for mentors. For example, mentors might have reached a stage where they no longer look for new or improved approaches to routine tasks. However, the enthusiasm of interns for each task, routine or not, enables them to question procedures and propose changes. Such challenges may inspire the mentor to look more critically at available options and then approach the task from a new perspective.

The mentor relationship prompts practitioners to find the time to reflect, analyze, and evaluate themselves, to refine critical thinking skills, and to articulate a renewed commitment to the practice of administration (Krueger et al, 1992). Explaining "how" and "why" sharpens a mentor's perceptions holistically and renews an experienced leader's vision as to why things are the way they are and how they might be changed. Overall, an organization's leadership and management practices can benefit from the consistent scrutiny that arises from the mentor relationship.

Importance of Mentoring in Early Adulthood

Mentoring can play a very important role in an individual's development. The work of Levinson et al. (1978) provided one of the first research studies on mentoring and adult development. Levinson studied forty adult men in four professions (hourly workers in industry, business executives, university biologists, and novelists) and concluded that "the mentor relationship is one of the most complex, and developmentally important a man can have in early adulthood" (p.97).

According to Levinson et al. (1978), a relationship with a mentor is the most important contributor to the career development of a young adult's life. He was one of the first to predict that "mentor absence can actually have serious consequences" in an individual's life. Not having a mentor--a significant adult who goes out of his or her way to help another reach his or her important life goals--can have negative effects far beyond the obvious area of career development. Levinson further asserted that people who have missed out on mentoring may struggle and even suffer impairments in their adult psychological and social development.

Early experiences play a very important part in the formation of the behavior of an individual which affects his or her perceptions throughout life. Bandura (1977) stated that by observing others an individual forms an idea of how new behaviors are enacted; later, this coded information serves as a guide for the observer's own action. Through informal observation human behavior is either deliberately or inadvertently acquired through the behavioral examples provided by influential models. Bolten (1980) declared that modeling can produce different effects on observers: a) new

patterns of behavior can be acquired, b) behavior already learned can be strengthened or weakened; and c) similar behavior in observers can be facilitated by the actions of others serving as social prompts.

The influence of role models on career development is particularly important in the career development of women. Almquist and Angrist (1971) noted the influence of a role model reference group framework in their study of career aspirations among college women. The authors submitted that career women are characterized by exposure to a) occupational choices of male peer groups, b) working mothers, c) a greater variety of their own work experiences, and d) influence by faculty members and occupational role models in choosing an occupation.

Importance of Mentoring to the Female Executive

Mentoring relationships, while important for men, are just as beneficial to women (Collins, 1983; Farris & Ragan, 1981; Fitt & Newton, 1981, Halcomb, 1980; Hennig & Jardim, 1976; Kanter, 1977, 1982; Ragins, 1989). Perhaps the most extensive study in relation to mentoring and women is that of Hennig and Jardim (1977) who studied women in business. They interviewed 25 top-level executives, all of whom had had a mentor who promoted their career development. The mentor was a male boss, who provided support to the female executive until she reached mid-management and the age of 35. From these findings, Hennig & Jardim (1977) advised women in management careers to "look for a coach, a godfather or a

godmother, a mentor, an advocate, someone in a more senior position who can teach...support...advise...critique" (p. 162).

Riley and Wrench (1985) found that a woman who assessed herself as being satisfied with her progress and successful in her career was also likely to be one who reported having a career-supportive person who: a) had access to resources (e.g., information, expertise); b) performed a number of functions on her behalf (e.g., shared resources, provided advice); c) provided for the development of her self-concept (e.g., permitted her to learn through her mistakes); and d) became involved with her on an emotional level (e.g., was perceived by her to share feelings of mutual respect and trust). These results lend support to the view that having a mentor can be beneficial to one's career (Riley and Wrench, 1985).

Phillips (1977) conducted a study of the career development of 331 women managers and executives in business and industry. The author found that sixty one percent of the women indicated that they had had one or more career mentors. While mentoring was found to be common among these women, the mentor was not the only factor in their success; however, it was an important part of their overall career development. The participants in the study ranked mentoring among the top five critical factors in their career development. Phillips (1977) concluded that "it is too early to say without question that all women (and men) need career mentors" (p.123). Although these studies are limited to self-reported data, they suggest that mentors may serve a compensatory function in providing services that are specifically matched to the unique needs of women in management.

Effects of Mentoring on Women's Advancement Within the Organization

The mentoring function of promoting upward mobility is particularly crucial in the case of the female manager. Compared to their male counterparts, female managers face greater organizational, interpersonal, and individual barriers to advancement (Brown, 1979; Epstein, 1975; Finkelstein, 1981; Nieva & Gutek, 1981; O'Leary, 1974; Ragins & Sundstrom, 1989; Smith & Grenier, 1982; Terborg and others, 1977). Mentors may serve to buffer the female manager from both overt and covert forms of discrimination, and may help their female protégés circumvent structural, social, and cultural barriers to advancement in the organization.

Reflected Power

When female managers are the sole female in an all-male environment, they may face increased stereotyping, visibility, performance pressures, and isolation (Kanter, 1977). Additionally, women in such positions may face "status leveling" in that they may be stereotyped and mis-identified as lower status, clerical workers. Such stereotypic perceptions may decrease female managers' ability to assert their authority and legitimacy within an organization.

By providing "reflected power", mentors signal to others in the organization that their female protégé has their powerful backing and resources (Kanter, 1977). Zey (1984) observed: "By selecting a woman as a protégée, a senior manager bestows *de facto* legitimacy on her. Since mentoring represents that senior manager's public

commitment to the junior member, this brings the organization closer to the acceptance of women as *bona fide* members of its managerial power structure" (p. 115).

Self Confidence and Career Guidance

Mentors may also help women advance in organizations by building their self-confidence and providing career guidance and direction (Brown, 1985; Ragins, 1988; Reich, 1986). Compared to men, some women have been found to have lower self-confidence (Jacklin & Macoby, 1975; Lenney, 1977; Nieva & Gutek, 1981; White, DeSanctis, & Crino, 1981) and lower career and pay expectations (Crowley, Levitin, & Quinn, 1973; Harlan & Weiss, 1982; Major & Konar, 1984). Stereotypic sex-role socialization and expectations may lead female managers to question their abilities and career goals. Mentors may counteract these effects by building female protégées' self-confidence and by facilitating the development of their career goals.

Corporate Politics

Because women have less experience in corporate politics than their male counterparts and lack powerful female role models, they may find themselves at a disadvantage in developing political strategies and maneuvering for powerful positions (Collins, 1983; Harragan, 1977; Kanter, 1977). Mentors may train female mentees in the "ins and outs" of corporate politics. In fact, female mentees have reported that training in corporate politics was a major benefit in their mentoring relationships (Brown, 1985; Reich, 1986).

Mentors may provide the female manager with "inside" information on job openings and changes in the organization's technology, structure, and strategy (Brown, 1985, Ragins, 1989). Although peer networks are a key source of such important information and are related to the development of power in organizations, women tend to be excluded from such "old boy networks" (Brass, 1985; Harlan & Weiss, 1982; Kanter, 1977). By providing inside information, mentors may compensate for this deficiency and provide the female manager with equal informational resources as her male counterpart.

Development of Managerial Style

Finally, mentors may promote female managers' advancement by providing feedback on their management style and effectiveness (Ragins, 1989). Such feedback may help female administrators develop an effective and accepted managerial style.

Perceived Problems with Cross-Gender Mentoring Relationships

Research has supported the benefits of mentoring for women. However, the question remains: If mentor relationships are so vital to career development, what are the reasons women do not form such relationships? The following explanations are suggested in the literature:

Limited Contact with Mentors

Women may fail to develop mentorships because of limited contact with potential mentors. This may be due to a lack of knowledge of how to develop informal networks, a preference for interacting with others of similar status within the organization, or the intentional exclusion of women by male managers (Noe, 1988).

Evidence indicates that women have fewer interactions with individuals in positions of power in the organization, i.e., the dominant male coalition (Noe, 1988). For example, Brass (1985) and Rosen, Templeton, and Kirchline (1981) found that females were less central to males' networks, especially the network of the dominant coalition.

Similarly, Stewart and Gudykunst (1982) found that even though women were receiving more promotions than men, they were not advancing as far in the organizational hierarchy. One explanation is that women lack the sponsorship, provided by a mentor, that is needed to move to the upper levels of the organization. This suggests that women who do not have a mentor may not be visible to organizational decision makers, and therefore, find their chances of promotions and job transfers being reduced.

Mattis asserted that "women have been deprived of feedback all their lives"(p.74). She found that feedback given to men is two-and-a-half to three times lengthier than that given to women. Just as men receive feedback and challenges,

women also seek the knowledge necessary to improve themselves. "That takes critical, constructive feedback" (p. 76).

Dansereau, Graen, and Hagar (1975) set forth the notion of leader-member exchange, which means that leaders differentiate their subordinates in terms of a) competence, b) the extent to which they can be trusted, and c) their motivation to assume responsibility. Those who have these characteristics are considered *in-group* members. They are more likely to be given challenging work assignments, to be asked to participate in managerial decision making, and to have a more supportive relationship with the manager than other members of the work group (Graen, Liden & Hoel, 1982; Liden and Graen, 1980).

Women lack access to many of the settings frequented by potential male mentors, such as men's clubs and sports activities. In the workplace, mentors often select protégées on the basis of their involvement in key, visible projects. Because women tend to occupy lower-level staff positions, they may be less likely than men to become involved in projects that could lead to mentoring relationships (Ragins and Cotton (1993).

Butler (1992) submitted that when promoting employees, executives choose those with whom they feel comfortable and can associate outside of work--those with whom they can do business. This "makes gender bias difficult to address" (p. 77).

Scarcity of Role Models

The absence of female role models has an inhibiting effect on the career advancement of women. Orth and Jacobs (1971) submitted that women do not

advance rapidly in part because they lack reliable insights which successful businesswomen could give them; hence, since the problem exists, there are few women who can become the role model for younger women. Thus, the cycle continues.

(Harragan, 1977) discussed the "queen bee" syndrome which suggests that with the shortage of women in management positions there can be only one outstanding female in an organization and that each has to fight her way to the top with no help from female colleagues who have already made it. Consequently, the few women in management who are available to form mentoring relationships are overburdened with requests from the much larger block of women at lower levels.

Top women managers are concentrating on being competent and successful in their own jobs and do not have the time to meet the needs of all who want mentoring relationships. This means that many women face having to approach men for mentor relationships (Ragins and Cotton, 1993).

Social Expectations

Mentor relationships are an aspect of social learning that is acquired through mixing and relating to others. Traditional sex-role expectations encourage men to be more aggressive and women to be more passive in initiating relationships. Because of these expectations, women may have more difficulty than men do in initiating mentoring relationships. They may fear that assertive attempts to initiate relationships will threaten the mentors or lead supervisors and co-workers to label them overly aggressive. In addition, male mentors who have had little experience working with

professional women (particularly in upper ranks in organizations), may be conditioned to view women as they do their mothers and spouses, rather than as protégées (Ragins and Cotton, 1993).

Lyles (1985) referred to political naiveté as one of the social barriers. She stated that partly because of the way men were brought up and partly because of the exchange of information among themselves, men are able to "read" the political environment and understand the implications of operating within that environment. They may know whom to approach to get support for their views before a meeting, for example. Many methods for accomplishing a goal can be influenced by indirect actions of the coalitions within the organization.

Women's naiveté about the political system, caused by misunderstanding of how to get things done within the organization, lack of information, and lack of knowledge about the norms and behavior rules of the informal system prevent them from accomplishing their goals as effectively (Lyles,1985).

Perceived Sexual Involvement

The potential sexual aspect of the male-female mentor relationship keeps many men from becoming mentors to aspiring young protégées and deprives many talented women of the guidance needed to advance professionally (Sheehy, 1974; Thompson, 1976; Noe, 1988). Fear of having his motives suspected by his peers, or an uneasiness that he might indeed become too attached to the younger female might cause the would-be mentor to detach himself and remain uninvolved in the career development of the mentee.

Jealous spouses and resentful co-workers can create problems for protégées and their mentors. Therefore, male mentors usually select men as protégées to avoid the destructive office gossip and discrediting innuendoes.

In turn, women may be reluctant to initiate a relationship with a male mentor because such an approach may be misconstrued by the potential mentor as a sexual advancement. Whether accurate or not, the perception itself is sufficient to prevent women from initiating mentoring relationships (Ragins and Cotton, 1993).

Perceptions of Women and Work

Some men perceive female mentees to be neither talented nor serious about their careers and regard them as unpromising in terms of development. (Epstein, 1971; Butler, 1992). They feel that the women may choose to leave the organization at any time, receiving credit for having reached whatever level they may have attained, though men in similar situations would be considered failures. Epstein, (1971) referred to this as a pattern of revocability.

Quinn, (1980) indicated that male executives may have negative attitudes about the career commitment, competence and dedication of female executives, and Cook (1979) projected that the males' upbringing may have conditioned them to "see women as wives, mothers, and sweethearts, but not executive peers" (p. 83).

Tokenism

Another problem is that of "tokenism" (Lyles, 1985, Noe, 1988). Because most women moving up in major organizations are among the few women who have

"made it", they are usually placed in the position of representing womankind--that is, they become a token. This creates pressure on the individual to excel for all women; it also creates a feeling of isolation, of not being heard, or of having their ideas go unheeded. One gets the sense that the pressures for removing the barriers fall on the women themselves, rather than on the rest of the organization. Such women often have no one with whom they can share their feelings or work together on problems.

Lyles (1985) further offered that women can make male groups draw closer together. Men will perceive that the value and fun of the all-male group will be changed once a woman is present. The males in the group will become even more cohesive and often test the woman's response to being in a "male" culture. This can often be very uncomfortable for the woman. Therefore, feelings of isolation, strong pressures to succeed, and exclusion from organizational groups can result from tokenism (Kanter, 1977, Lyles, 1985, Noe, 1988).

Alternatives to Traditional Mentoring

With the scarcity of women administrators, coupled with the unwillingness of some men to risk mentoring, many women seek mutually supportive relationships among peers. Kram and Isabella (1985) suggested that peer relationships may be as important as mentorship in career development. Noe (1988) speculated that women may prefer interaction with others of similar status in the organization and identified the potentiality of peer relationships as an important alternative for women in environments where mentors may not be available.

Kram contended that the mentor relationship is one of a range of developmental relationships experienced by individuals in organizations. Although early research (Levinson et. al., 1978) emphasized the hierarchical mentor relationship which indeed may provide the widest range of career and psychosocial functions, those relationships are limited in duration and in number.

Furthermore, for some individuals, relationships with peers (Kram and Isabella, 1985) and/or subordinates (Thompson et al., 1985) serve important developmental purposes. From another perspective, men and women may experience very different experiences with male mentors; some may even be harmful (Noe, 1988).

Kram (1986) offered the concept of the *relationship constellation* to capture the range of relationships with seniors, juniors and peers that can provide developmental functions. Kram and Isabella (1985) specified three types of peer relationships (information peer, collegial peer, and special peer) which provided career development and psychosocial functions. Not only did peer relationships serve mentoring functions; they emphasized different issues and differed in importance as a function of one's career stage (Burke and McKeen, 1990).

Outside work, friends (some in similar positions or situations) and family members may better fill these functions because they are not competing within the same organization or profession, or they may have a deeper understanding of the total person, instead of just career concerns. Mutuality of exchange between equals provides support in some instances where those within the hierarchy cannot.

Riley and Wrench (1985) tested the hypothesis that it may be more desirable for a woman professional to have a number of supportive relationships (termed group-mentored) rather than traditional mentor relationships (termed true mentor). Group-mentored relationships consisted of two or more individuals who provided moderate (i.e., lower) levels of career support, while a traditional mentor relationship involved an individual who provided a high level of career support. It must be remembered, however, that those participating as group mentors do not have the power or authority to promote the protégée, while a traditional mentor may have. This, then, may make a difference in the mentee's opportunity for advancement.

Establishing a Scientifically Derived Operational Definition of a Mentoring Relationship For Consistent Research

Among the studies of mentoring experiences in education, business, law and other professions, some inconsistency in defining the characteristics and functions of mentoring relationships has been noted. Wrightsman (1981) warned that without consistency, progress would be limited in developing the concept scientifically. He presented a critical review of methodologies in use for assessing mentoring.

Wrightsman (1981) pointed out that communication between researchers is vital for the body of knowledge to grow. He theorized that building on the work of others is the most effective route to a comprehensive theory of mentoring.

Some would say the definition of a mentor should be left to the individual (e.g., Phillips, 1977). However, others (e.g., Riley, 1983) assert that such a procedure alone does little toward building a theory of mentoring.

Levinson (1978) offered a framework for building an operational definition of mentoring. He wrote, "Mentoring is not defined in terms of formal roles, but in terms of the character of the relationship and the functions it serves" (p. 98). Clawson (1979) wrote about characteristics and functions of mentoring relationships. He identified two significant aspects inherent to mentoring. "Comprehensiveness" implies that a mentor plays more than one role or performs more than one function. The mentor becomes totally involved in the nurturing and apprenticing of the junior worker. "Mutuality" denotes mutual interest, respect, trust and affection expressed by each participant for the other in the relationship. Thus, the findings of Levinson and Clawson support the notion that mentoring could be operationalized by identification of the functions and characteristics of the relationship.

Riley (1983) conducted an extensive study of definitions of characteristics and functions of mentoring relationships in order to arrive at an operational definition of mentoring for the purpose of continuity in research and for the development of the survey used in her research. Analysis of the literature indicated that four general headings could be used to describe mentoring characteristics and functions. They are identified in four general headings in Figure 3. Statements appearing as subpoints in Figure 3 were incorporated in the survey instrument used in the research.

Mentoring Definitions in Terms of the
Characteristics of the Relationship
and the Functions They Serve

I. In a mentoring relationship the mentor has higher status than the protégée. This status is in terms of the resources to which mentors have access, i.e., expertise, influence, information and opportunities.
(Levinson, 1978; Missirian, 1980; Phillips, 1977; Zey, 1984)

II. In a mentoring relationship, the mentor actively (versus passively) performs a wide range of functions for the protégée. Some of the functions include the sharing of resources.

A. Mentors provide "Love"—expressions of affectionate regard, warmth, or comfort (Foa & Foa, 1976). Mentors:
1. genuinely care about protégées as persons. Mentors take an interest in the feelings, concerns and lives of their protégées (Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
2. reassure, encourage and support protégées during difficult or stressful times (Bolton, 1980; Hennig & Jardim, 1977; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).

B. Mentors provide "Status"—evaluative judgments that convey prestige, regard, esteem. Mentors:
1. make protégées feel they are someone able and talented; someone whose ability is worth cultivating (Clawson, 1980; Levinson, 1978; Missirian, 1980; Phillips, 1977; Zey, 1984).
2. make protégées feel they belong, are accepted. Mentors welcome protégées into the organization as promising newcomers. Mentors encourage others to accept protégées as being okay (Bolton, 1980; Levinson, 1978; Missirian, 1980; Phillips, 1977; Shapiro, Haseltine & Rowe, 1978).

C. Mentors provide "Information"—advice, opinions, instruction, or enlightenment. Mentors:
1. instruct protégées on technical aspects of the job. Mentors teach job skills and enhance protégées' intellectual knowledge of the job (Bolton, 1980; Clawson, 1980; Fontana, 1990; Hennig & Jardim, 1977; Levinson, 1978; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980).

Figure 3

2. provide advice and guidance to protégées on how to solve problems (Bolton, 1980; Klauss, 1981; Levinson, 1978; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
3. offer feedback. Mentors offer constructive criticism, praise to protégées (Bolton, 1980; Klauss, 1981; Levinson, 1978; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
4. set high professional standards and/or performance standards which protégées are encouraged to follow. Mentors emphasize competence and excellence (Clawson, 1980; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe. 1980).
5. serve as role models or examples for protégées to follow (Bolton, 1980; Clawson, 1980; Fontana, 1990; Klauss, 1981; Levinson, 1978; Missirian, 1980; Phillips, 1977: Schmidt & Wolfe, 1980).
6. share information with protégées on the norms and standards of their shared profession and/or work setting, e.g., mentors share information on political systems that operate (Clawson, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).

D. Mentors provide "Services"—activities that affect the body or belongings of a person and that often constitute labor for another. Mentors:

1. give protégées challenging and meaningful work to do. Mentors give protégées opportunities to do responsible work that provides protégées with chances to show what they can do. Mentors ask protégées thoughtful, perceptive questions, thereby presenting challenges to protégées to cause them to think more clearly and creatively (Bolton, 1980; Clawson, 1980; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
2. help protégées with career planning. Mentors discuss career move strategies with protégées; encourage them to attend seminars and classes and to join professional organizations for the sake of their careers (Clawson, 1980; Hennig & Jardim, 1977; Klauss, 1980; Levinson, 1978; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
3. help protégées with career moves. Mentors hire and/or promote protégées, use their influence and reputation to facilitate entry and advancement in the profession by making personal recommendations, acting as sponsor, or using connections to promote professional development of protégées (Clawson, 1980; Levinson, 1978; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
4. give protégées visibility, i.e., mentors include protégées in important discussions with other VIP's, introduce protégées to important others, encourage protégées to participate in key presentations, meetings, conferences. Mentors make sure protégées receive recognition for their work (Klauss, 1981; Missirian, 1980; Phillips, 1977; Zey, 1984).

Figure 3 (Continued)

5. act as protectors. Mentors shield protégées from unreasonable or unwarranted criticism and/or act as buffers between hostile individuals and protégées (Hennig, & Jardim, 1977; Missirian, 1980; Shapiro, et al, 1978; Zey, 1984).

III. In a mentoring relationship, there is a high (versus low) degree of emotional involvement among the participants.

A. There are mutual feelings of respect, admiration, trust, appreciation, and gratitude between mentors and protégées (Clawson, 1980: Hennig & Jardim, 1977; Levinson, 1978; Missirian, 1980; Phillips, 1977; Zey, 1984).

B. The participants are emotionally close. They value the rewards of the personal nature of the relationship, not just the functional rewards (Clawson, 1980; Missirian, 1980; Phillips, 1977).

C. The level of affection in the relationship has been described as similar to that between parent and child (Clawson, 1980; Hennig & Jardim, 1977; Levinson, 1978; Phillips, 1977; Shapiro, et al, 1978).

D. Feelings of isolation from others (e.g., co-workers, social contacts) on the part of protégées are not uncommon (Hennig & Jardim, 1977; Missirian, 1980). Feelings of envy, inferiority, resentment and intimidation may be experienced by protégées (Clawson, 1980; Levinson, 1978, 1980).

E. It is an unselfish relationship. There is a sense of reciprocity and willingness to share information and exchange favors. It is the best interests of one another that seem to be at the heart of this unselfishness (Clawson 1980; Klauss, 1981; Levinson, 1978; Phillips, 1977; Zey, 1984).

IV. In a mentoring relationship, development of the protégée's personal and professional self-concept is facilitated.

A. Protégées increasingly experience themselves as capable, autonomous individuals (Levinson, 1978). They become increasingly self-assertive (Missirian, 1980). Mentors play a role in this process by:
1. permitting protégées to challenge their points of view without becoming defensive or competitive (Missirian, 1980; Phillips, 1977; Zey, 1984).
2. allowing protégées the freedom to make mistakes; to learn by trial and error without fear of serious repercussions or failures (Clawson, 1980; Missirian, 1980).

Figure 3 (Continued)

3. demanding high standards of performance but not to the point where protégées fail (Clawson, 1980; Missirian, 1980).
4. pointing out to protégées their strengths, abilities, talents. Mentors promote feelings of competence and high self-esteem (Hennig & Jardim, 1977; Levinson, 1978; Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980; Zey, 1984).
5. encouraging protégées to set high goals for themselves and have high expectations of themselves (Missirian, 1980; Phillips, 1977; Schmidt & Wolfe, 1980).

B. There are high levels of identification between mentors and protégées. Both see something in the other that reminds them of themselves in some way, e.g., similar goals, backgrounds, beliefs (Clawson, 1980; Levinson, 1978; Zey, 1984).

C. Protégées internalize the admired qualities (values, attitudes, goals) of mentors (Levinson, 1978; Missirian, 1980; Schmidt & Wolfe, 1980; Zey, 1984. Protégées are thus better able to learn from themselves (Levinson, 1978).

Figure 3 (Continued)

The first identifying feature of the mentoring relationship listed in Figure 3 refers to the mentor as having higher status than the protégée. Status is meant to reflect not only the mentor's position of greater responsibility (in most cases), but the position which affords access to important resources that a protégée could respect and aspire to obtain. These resources may include expertise, influence, knowledge and opportunities. Missirian (1980) stated that the "power" of the mentor (possession of personal and material resources) was a central element in distinguishing mentoring relationships from other kinds of supportive relationships.

The second set of statements appearing in Figure 3 refers to the active (versus passive) role taken by the mentor in the career development of the protégée. The mentor performs a number of functions as described in subpoints A through D on the protégée's behalf, apparently without expecting the protégée to reciprocate. Thus, the mentor provides love, status, information and, services, which are explained in detail in the operational definition.

The third set of statements in Figure 3 describe another feature of the mentoring relationship: the high levels of emotional involvement on the part of each participant in the relationship. Missirian (1980) wrote that emotional (or ego) involvement on the part of the participants was the most outstanding mentoring feature observed in her study. She reported that "a caring develops which makes the relationship at once stronger in every respect and at the same time more tenuous. Each partner invests so much of self that each becomes the more vulnerable to the other" (p. 112).

Statements in Section III describe the range of feelings of respect, affection, appreciation and gratitude, as well as possible feelings of isolation from others and perhaps resentment or intimidation. There is a sense of reciprocity and willingness to share information and exchange favors with the partner in the relationship.

The final set of characteristics in Figure 3 describes the mentoring relationship as one that facilitates the development of the protégée's self-concept. Levinson (1978) portrayed the mentor as important to the protégée's personal and professional development. He saw the mentor as a transitional figure, guiding the younger person in his/her transition from young adulthood to middle adulthood. Hennig and Jardim (1977) found that the mentoring experiences of each of the female subjects provided the confidence needed "to take on new responsibilities, new tests of her competence and new positions" (p. 157).

Established Mentor Programs

Currently there is a growing interest in organizational mentoring relationships (Bahr, 1985; Cook, 1979; Eberspacher, 1984; Riley and Wrench, (1985); Wright, 1983; Zey, 1984; Zimmer, 1988). Some are informal relationships, spontaneously formed by a mentor and protégée who mutually choose to work together; others are organizationally facilitated and included in the employees' performance appraisal. Specific studies are cited to exemplify each type of relationship.

Mentoring and the Nursing Profession

Studies of mentoring in the nursing profession have been conducted by Vance (1977) and Bahr (1985). Vance's exploratory descriptive study (1977) of contemporary influentials in American nursing, found that of the 71 identified leaders in nursing, 83 percent had one or more mentors. Of those identified as a mentor, 70 percent were nurses, and 79 percent were female. The mentors provided specific help to the nurses in such areas as career advice, guidance, and promotion; professional role modeling; intellectual and scholarly stimulation; inspiration and idealism; teaching, advising, and tutoring; and emotional support.

Over 90 percent of the influential nurses identified in Vance's study served as mentors to other developing nurses. Vance (1982) stated that "these nursing leaders see their mentor role as an important part of their leadership responsibilities" (p. 11).

Bahr (1985) conducted in-depth interviews with ten women administrators in baccalaureate nursing education programs with emphasis on career development and career advancement. Nine of the ten participants identified one or more persons (16 total) who had served as a mentor, with most of the mentoring relationships occurring while the subjects were faculty members in higher education.

Bahr's (1985) definition of the mentoring relationship was described in Alleman's (1982) study and showed similar elements as in Riley's (1983) study:

> A special intense relationship in which an older or more experienced person or person with greater rank and/or expertise, i.e. mentor) takes a personal interest in the

professional and personal development of another person (mentee) in the organization by providing experiences that greatly benefit the mentee's career (p. 6).

Subjects in Bahr's (1985) study reported gaining the greatest benefit from the mentoring relationship in the areas of confidence building, orientation to academia, idea development and testing, development of skills/strengths, and encouragement for continued learning. The most positive aspects of the mentor relationship identified were support and openness of the relationship. The most negative aspects of the mentor relationship were lack of availability of the mentor and what appeared at the time to be a lack of appreciation or understanding of the mentor's expectations of the mentee.

Mentoring in Academic Settings

A body of knowledge is being developed regarding mentoring within the academic community. Mentoring relationships in academic settings are primarily divided into two categories: those relating to faculty/student mentoring relationships and those between professionals.

Wright (1983) conducted a study of 10 female and 10 male professors within two colleges of education at two universities in Oklahoma. His definition of a mentor was "a trusted counselor or guide; a teacher, tutor, advisor, and sponsor; a significant other; a role-model" (p. 5). Emphasis was put on the characteristics of the mentor in the relationship. Subjects were asked how they would define a mentor. Responses

from males were "patron, professional, catalyst and significant other". Female responses were "role model and significant other" (Wright, 1983).

Five females (50 percent) and eight males (80 percent) reported having had mentors. Benefits of the mentoring relationships reported by two or more females were: 1) confidence building; 2) career enhancement; 3) encouragement/support; 4) help with personal and/or professional identity; and 5) advice. Benefits named by two or more males were: 1) career enhancement; 2) learning experience; 3) direction; 4) sharing; 5) contacts; 6) confidence building; 7) encouragement/support; and 8) help with personal and/or professional identity.

In this study, a majority of the professors said they were, or had served as, a mentor to another person. Seven of the female (70 percent) and six of the male (60 percent) professors indicated they were, or had served as, a mentor. Wright found that male professors reported longer relationships with their mentors, a greater age difference between mentors and mentees, and greater contact with the previous mentors than what was reported by female professors.

A study by Moore (1982) identified a natural evolution of the mentoring process. First, the mentee performs an important and visible task which is recognized by the mentor. Following this phase, the mentee is "tested" with additional and increasing responsibilities in which the mentor assesses the talents of the mentee. Next, a more formal arrangement occurs when the mentor chooses the mentee to work with him or her. Last, the mentor and mentee work closely together to shape and develop the mentee.

From her interviews with administrators and protégées Moore (1982) identified seven elements contributing to an effective mentor program. These are: 1) accessibility and frequent interaction; 2) visibility by working with other high-level leaders; 3) feedback on strengths and weaknesses; 4) recognition and special acknowledgment of those who mentor others effectively; 5) allowance for failure of both mentor and protégée; 6) openness to a variety of diverse pools of talented people; and 7) commitment to the mentor program (p.28). These strategies have been found to contribute to the success of mentoring programs.

Mentoring in the Law Profession

Riley (1983) studied the prevalence of mentoring and its relationship to career success and satisfaction among a group of women lawyers. Using an operational profile of an "ideal" mentoring relationship to construct her survey, she determined the commonness and efficacy of mentoring among women lawyers.

Riley (1983) found that 35 percent of the subjects had experienced a true mentoring relationship, while others were determined to be in either a nonsignificantly supportive group, a significantly supportive group, or a pseudo-mentored group. She concluded that those who were mentored expressed greater amounts of perceived job satisfaction and career success.

Mentoring in the Cooperative Extension Service

Zimmer (1988) assessed the mentoring program within the Ohio Cooperative Extension Service. It was developed as an informal supplement to the formal

orientation activities provided during beginning agents' first year of employment with the organization. The system provided new agents with mentors, regardless of the protégées' major areas of program emphasis. Mentors were assigned to new agents for the duration of their first year of employment.

The Ohio Cooperative Extension Service Mentoring System was developed for several reasons: 1) the County Agents Association's Committee on Professional Improvement proposed a buddy system to educate the new agents about the Ohio Cooperative Extension Service; 2) a high rate of new agent turnover existed regardless of the existing orientation of new employees; 3) exit interviews with new agents revealed feelings of being lost and alone during their employment) Zimmer, 1988).

Zimmer's (1988) description of a mentor was:

> A respected agent with the Ohio Cooperative Extension Service who assists in the orientation of new faculty by helping new faculty become better acquainted with technical subject matter, situations, and environments related to the new agent's position with the Ohio Cooperative Extension Service (p. 6).

Zimmer's (1988) definition of the Ohio Mentoring System was "an informal system designed to help the new county agent become better acquainted with technical subject-matter, situations, and environments related to his/her new position in the Ohio Cooperative Extension Service" (pp. 6,7).

These definitions served the purpose for the Ohio study which was three-fold: a) to educate new agents about the Ohio Cooperative Extension Service; b) to alter the rate of new agent turnover; and c) to address the new employees' feelings of being lost and alone during their employment.

Subjects of the study consisted of 60 mentors and 60 mentees in the Ohio Mentoring System, established January 1, 1983. Some mentors helped more than one of the protégées at various times throughout the year. They met from one to six times throughout the year. Those who met more often and for longer periods of time reported more thorough success than those who met only a few times.

Although mentors were required to make the initial contact, more than one fourth of the relationships were initiated by the protégées. When protégées were forced to make the initial contact, they felt the success of the mentoring experience decreased.

Participants were asked to list five most important outcomes of the mentoring program. Both mentors and protégées agreed on the outcomes listed: 1) program planning ideas; 2) knowledge of Extension policy and procedures; 3) expertise from the mentor; 4) new friend; and 5) specific advice in technical areas. The least amount of increased protégée awareness reported by both mentors and protégées occurred in the social, economic, and political climates.

Success of the program was perceived to be highly correlated with openness of communication. However, mentors reported more openness in communication than did the protégées. Ninety one percent of the mentors felt the mentoring experiences

were successful, while seventy one percent of the protégées reported the mentoring to be a success.

No further research focusing on mentoring in the Cooperative Extension was found; the concept of organized mentorship programs is relatively new within this organization. Although orientation of new employees is prevalent in each state, reports of facilitated mentoring programs are not readily available.

In the Ohio Cooperative Extension Service agriculture mentors and home economics mentors spent more time mentoring than did mentors in the 4-H program area. Of the first two, Home Economists spent twice as many hours mentoring, as did agriculture agents.

Mentors with fewer years of experience in the Extension service held more meetings with their protégées than did those with six or more years of experience. These same mentors felt that the protégées' understanding of the Ohio Cooperative Extension Service increased to higher levels, as compared to the more experienced mentors.

History of Data Collection Instruments

Research has indicated that exploratory, descriptive studies are often conducted with qualitative data collection via questionnaires and/or in-depth interviews. Consideration of evaluation design alternatives leads directly to examination of two contrasting types of data. Each has its own characteristics and advantages.

Rationale for Selection of Qualitative Method

Quantitative methods use standardized measures that fit diverse opinions and various experiences into predetermined response categories. The advantage of the quantitative approach is that it measures the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings (Patton, 1987).

By contrast, qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. The qualitative approach permits the evaluator to study selected situations, events, people, interactions and observed behaviors in depth and detail. The detailed descriptions, direct quotes and case documentation are raw data from the empirical world. The data are collected as open-ended narrative without attempting to fit peoples' experiences into predetermined, standardized categories typical of questionnaires or tests. The fact that data collection is not constrained by predetermined categories of analysis contributes to the profundity of qualitative data (Patton, 1980, 1987).

Quantitative measures are succinct, parsimonious, and easily aggregated for analysis; they are systematic, standardized, and easily presented in a short space. On the other hand, qualitative responses are longer, more detailed, and variable in content; analysis is difficult because responses are neither systematic nor standardized. However, the open-ended response permits one to understand the world as seen by the respondent. The reason for gathering responses to open-ended questions is to enable the evaluator to understand and capture the perspective of program

participants without predetermining their perspective through prior selection of questionnaire categories.

The statistics from standardized items on questionnaires make summaries, comparisons, and generalizations easy and precise. The narrative comments from open-ended questions are typically meant to provide a forum for elaborations, explanations, meanings, and new ideas.

Use of a Questionnaire in Qualitative Methods

The open-ended responses on questionnaires represent the most elementary form of qualitative data. There are severe limitations to this kind of data when collected on questionnaires--limitations related to the writing skills of the persons completing the questionnaire.

The major way in which the qualitative evaluator seeks to understand the perceptions, feelings, and knowledge of people is through in-depth, intensive interviewing. Depth interviewing probes beneath the surface, soliciting detail and providing a holistic understanding of the interviewee's point of view.

Interviews add an inner perspective to outward behaviors. Interviewers learn about things they cannot directly observe, such as: a) feelings, thoughts, and intentions; b) situations that preclude the presence of an observer; c) behaviors that took place at some previous point in time; d) the way in which people have organized the world; and e) the meanings they attach to what goes on in the world. "The purpose of interviewing, then, is to allow us to enter the other person's perspective" (Patton, 1987, p. 109).

Uses of Various Types of Interviews
In the Qualitative Method

The three approaches to collecting qualitative data through in-depth, open-ended interviews are: 1) the informal conversational interview, 2) the general interview guide approach, and 3) the standardized open-ended interview. Each approach involves different types of preparation, conceptualization, and instrumentation. In addition, the three types differ in the selection and standardization of questions determined before the interview occurs. (Patton, 1981, 1987).

The informal conversational interview relies on spontaneous questioning, perhaps without the participants realizing they are being interviewed. The same person may be interviewed several times, with questions built upon the last conversation. It allows the interviewer to be highly responsive to individual differences and situational changes. The weaknesses are that this type of interview requires a great amount of time to get systematic information, and it is more open to interviewer bias.

An interview guide is a list of questions or issues that are to be explored in the course of an interview. Its purpose is to make sure that essentially the same information is obtained from a number of people by covering the same material. The issues in the guide need not be taken in any particular order, and the actual working of questions is not determined in advance. It simply provides a checklist to ensure that all relevant topics are covered.

The advantage of this interview style is that it makes certain the interviewer has carefully decided how best to use the limited time available in an interview situation. It also makes interviewing different people more systematic and comprehensive by delimiting the issues to be discussed (Patton, 1987).

The standardized open-ended interview consists of a set of questions carefully worded and arranged to take each respondent through the same sequence and to ask each one the same questions with essentially the same words. It minimizes variation in the questions and provides data that are systematic and thorough for each respondent, but it reduces flexibility and spontaneity of the interviewing process.

The basic purpose of the standardized open-ended interview is to minimize interviewer effects by asking the same questions of each respondent. This interview style reduces interviewer judgment and makes data analysis easier because it is possible to locate each respondent's answer to the same question rather quickly, and to organize questions and answers that are similar. In addition, by generating a standardized form, other evaluators can more easily replicate a study in new programs, using the same interview instrument with different subjects. Future interviewers will know exactly what was, and was not, previously asked (Patton, 1987).

The weakness of this approach is that it restricts the pursuit of topics or issues that were not anticipated when the interview began. Constraints are placed on the use of different lines of questioning with different participants based upon their individual

experiences. Thus the standardized open-ended interview method reduces the extent to which individual differences and circumstances can be considered.

It is possible to combine two or more types of approaches. The goal is to allow the persons being interviewed to express their own personal perspectives. While there are variations in wording and sequencing of questions, there is no variation in the principle that the response format should remain open-ended. The interviewer never supplies and predetermines the phrases or categories that must be used by respondents to express themselves. "The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understandings in their own terms" (Patton, 1987, p. 115).

Data Gathering Instruments Used by Researchers

Eberspacher (1984) used a researcher-constructed questionnaire sent to each subject with a cover letter and self-addressed, stamped return envelope. Contacts were made by letter, and consequently by phone to follow up on questionnaires not returned. Analysis of Eberspacher's data was conducted through the use of Chi-squares, frequency counts, and where feasible, mean scores.

For Zimmer's study (1988) participants were sent questionnaires regarding their opinions of the success of the mentoring system. The Mentor questionnaire and the Protégée questionnaire were used to gather data from mentors and protégées, respectively.

Each instrument contained a total of three sections used to gather data. Instruments were developed by the Ohio researcher and were critiqued for validity

by a panel of experts, including researchers. A test/reset procedure was implemented with cooperating faculty members of the Department of Agricultural Education at the Ohio State University.

Collected data were coded and analyzed using the Statistical Package for Social Sciences by the researcher. Descriptive statistics were employed to organize and summarize data. T-tests of significance were used to determine whether significant differences existed between mentor and protégée perceptions, female and male mentor perceptions, and female and male protégée perceptions. One-way analysis of variance was calculated to determine if a significant difference existed between the three major areas of program emphasis: Agriculture, 4-H, and Home Economics. One-way analysis of variance, according to Scheffe was also used to determine significant differences between various ranges of years in Extension work. Tests of statistical differences were performed at an alpha level of .05, set *a priori*.

Research methods used for studies by Bahr (1985) and Wright (1983) were researcher-constructed, structured, interview schedules consisting of both closed and open-ended questions. Responses to the interview items were classified and categorized. Descriptive analyses were used to report the findings.

Summary

Chapter II reviewed studies conducted on the mentoring experiences of women administrators and highlighted the importance of mentoring in adult development and the roles mentoring plays in the development of female executives. This chapter also

reviewed perceived barriers to mentoring for women. The literature supports the concept of mentoring as an important part of career socialization and as such may play a part in the career development and career advancement of individuals within an organization. Although there is general agreement on the importance of mentoring in helping individuals reach their life goals, there is little systematic research related to mentoring experiences of women, and especially women administrators.

It was also found that the phenomenon of mentoring is just beginning to be explored in the Cooperative Extension Service. This study will contribute to the understanding of mentoring relationships by describing the mentoring experiences of women administrators in county, unit, district and state offices in the southern region of the Cooperative Extension Service.

Chapter III, Methodology, explains the procedures of data collection and the methods used to report the results. Chapter IV gives a summary of the important findings of this study. Chapter V draws a series of conclusions from the findings and recommends direction for further research and practice.

CHAPTER III

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

Women are underrepresented and underutilized in leadership positions in our society, whether in business, education or government at the national, state or local level. However, with the influx of women in the workplace, they have begun to move into administrative roles and increase their participation in the decision-making processes of the organization. Still, progress continues to be slow as women strive to advance in the organization and assume roles heretofore reserved for males.

One of the factors that contributes to keeping women from advancing into administrative positions is the long-term and constant socialization process that influences career development. A part of this process is the concept of the mentor relationship in which an experienced person provides guidance and support in a variety of ways to the developing novice. With the rarity of women in administrative positions, coupled with occasional reluctance of males to mentor aspiring young females, the number of mentors is restricted. Women have limited access to beneficial relationships and consequently suffer a significant disadvantage in competing with their male counterparts for promotion and advancement.

There is an underrepresentation of women in administrative positions in the Cooperative Extension Service; consequently, there is a scarcity of female role models readily accessible for mentoring women who aspire to advance in their careers.

The purpose of this study was to explore one aspect of the socialization process in the career development of women--the presence of a mentor--with emphasis on career development and advancement. Specifically, the women to be studied are employed by an educational organization supported by the United States Department of Agriculture (USDA) in cooperation with land grant universities throughout the United States--the Cooperative Extension Service.

Research Questions

The following research questions were considered:

1) Have women administrators in the Cooperative Extension Service experienced beneficial mentoring?

2) In what ways have mentors been helpful to these women administrators in their careers?

3) In what ways have mentoring experiences contributed to the subjects' perceived career success and job satisfaction?

Methodology

Introduction

This research study was both quantitative and qualitative, conducted for the purpose of describing the mentoring experiences of women administrators in county/unit,

district and state Cooperative Extension Service offices in thirteen states in the southern region as prescribed by the organization. This chapter includes: (1) the description and selection of the population used in the research, (2) a description of the instrument used to collect the quantitative data and the type of interview to collect qualitative data, (3) an explanation of how the data were collected, (4) methods used to analyze the data, and 5) methods used to report the results.

Population

The population of this study consisted of 387 women in managerial positions in county/unit, district and state administrative offices, with responsibilities of managing budgets, personnel and other general office functions. The population was confined within 13 contiguous states in the Southern Region as prescribed by the Cooperative Extension Service (see Figure 1, p. 8). Titles of administrators defined in the population of the study included County/Unit Director, Coordinator, Chair or Leader; District Director; and State Associate Director or Assistant Director; or an equivalent.

The entire population of 387 was selected for the study. A listing of women administrators was taken from the 1993-94 Reference Directory for Agricultural Extension Workers (Myszka, 1993-94). Letters were sent to Personnel Directors in each of the thirteen states to update the list and to provide other demographic data pertinent to the study (see sample letter in Appendix A).

As surveys were reviewed and data were gathered, notice was taken of the demograghics of respondents. Thirty surveys were collected to include a variety of ages, positions and administrative experiences. Upon further review, ten respondents were

selected to participate in telephone interviews for further study using the following criteria:

Ten of the respondents were selected because of their comments concerning job satisfaction and success, experiences with mentoring relationships or their views concerning facilitated mentoring programs in Extension. They were also selected because their written comments indicated that they would be willing to be interviewed.

Respondents selected for telephone interviews had been in Extension for periods of 11-35 years. Five subjects were County Directors; two were District Directors; one was a County Coordinator and Area Cluster Agent; one was the Director of the National Center of Diversity, and one was a State Assistant Director and National Interim 4-H Director.

Seven had been serving in their positions for a period of 1-5 years; one had been in the position 6-10 years; one for 11-15 years, and one for 26-30 years. Three were supervising a staff of 1-9 professionals; two had a staff of 10-25; three supervised 26-50; one supervised 51-150; and one supervised 151-300 professionals.

Three earned salaries in the range of $30,000 to $30,999; two earned salaries in the range of $40,000-$40,999; two at $50,000-$50,999; one at $60,00-$60,999; and two at $70,000-$70,999. Their ages ranged from 41-55; eight were white, and two were black. Eight had not participated in a facilitated mentoring program in their careers; one had participated as a mentor, and one has participated as both a protégée and a mentor.

Two respondents indicated they were not satisfied with the amount of support they had received from their support persons; three were somewhat satisfied; and five were satisfied with the support they had experienced. Two indicated dissatisfaction with their

jobs at that time. Eight indicated support for a facilitated mentoring program in Extension, and two felt it should not be planned. These factors, along with intriguing comments, were instrumental in the selection of ten respondents from ten states.

Data Collection Method

The design of the study combined quantitative and qualitative methods in retrieving data. Quantitative data from 279 female administrators identifying a total of 747 support persons provided succinct, categorical summaries for the study. Qualitative data were gathered from two sources. One section of the survey instrument provided space for written comments from respondents. Additionally, in-depth telephone interviews were conducted with subjects selected from a pool of survey respondents. Information from these two sources provided detailed descriptions for case studies.

Instrumentation

Instruments for the study were constructed during the summer, 1994. The quantitative instrument used in this exploratory study was a researcher-constructed, structured, questionnaire based on Riley's (1983) instrument design. Studies by Eberspacher (1984), McGee (1994), and Zimmer, (1988) were used in identifying areas for investigation.

Questionnaire items were developed to address the characteristics and functions of mentoring experiences, kinds of help protégées received from mentors and perceived job satisfaction and career success. For this study, the Career Support Scale (CSS) was designed to determine the extent to which each feature was present, and therefore the

extent to which true mentoring existed in each respondent's career development. The instrument consisted of 74 items divided into six sections.

The Career Support Scale (CSS) contained sections addressing all four parts of the operational definition of mentoring relationships in Chapter II. These four areas of mentoring relationships include status, resources, emotion and self-concept.

Respondents were first asked to list from one to three persons who had played significant roles in the development of their careers. Each individual was listed by the role(s) s/he played in the respondents' lives (such as supervisor, co-worker, friend, spouse, etc.). Role(s) played by each support person would indicate his/her higher status in relation to the protégée. Part one dealt with demographics of the supportive person and the duration of the relationship.

Statements addressing resources, emotional and self-concept characteristics and functions of the mentoring relationship were incorporated in sections two and three of the CSS. Respondents were asked to indicate the extent to which each item on the subscale applied to each person listed.

A five-point Likert scale was used to determine answers, with a score of "5" assigned to responses such as "extremely frequently", "very descriptive" or "strongly agree". A score of "4" was given to responses of "often", "mostly descriptive" or "agree" and so forth, and finally a score of "1" was assigned to responses of "never", "not at all descriptive" or "strongly disagree".

The fourth section listed qualities of the mentor in relation to functions they performed. Respondents were instructed to rank each quality in the order of its importance to the protégée.

Section five contained six single Likert-type items employed to gather subjective measures of over-all career satisfaction and success for each subject. Items addressed the extent of the participant's general satisfaction with mentoring relationships; perception of career progress and success; and views concerning a facilitated mentoring program for others in Extension.

Section six was designed for qualitative data with space provided for respondents' written opinions regarding any aspect of their mentoring experiences. The final portion sought demographic data about the subject.

The Interview Schedule

The qualitative component was an interview schedule designed by the researcher. It consisted of open-ended questions and was designed to probe more deeply into the perceptions and feelings of the participants as they related their mentoring experiences. Studies of Bahr, (1985); McGee, (1994); Wright, (1983); & Zey (1984) were used as references when compiling questions for the scheduled telephone interview. Care was taken to include questions which would capture the idiosyncrasies of the mentoring process.

The interview schedule included a review of demographic information and career history found in the returned questionnaires. The primary task was to explore one or two mentoring relationships which had been important in each participant's career. This was to be accomplished by reconstructing significant events as the relationship unfolded and by following the thoughts and feelings expressed as the protégée told of her experiences. Additional questions sought information on career development and advancement.

Validation of the Research Instruments

The quantitative instrument was critiqued by eleven Cooperative Extension specialists with research experience and expertise who were familiar with the concept of mentoring. It was then submitted for pilot testing to 32 Oklahoma Cooperative Extension Service female employees who were not involved in the general study. The instrument was examined for clarity of wording, meaning and interviewer bias in the posing of questions. Upon return of the instruments, an initial analysis was made. After minor revisions based on field tests, the survey was reviewed by six more Cooperative Extension Service workers. It was then submitted for IRB approval.

The qualitative instrument was reviewed by five county, district and state professionals in order to identify weaknesses in the interview schedule, assess the clarity and sequencing of interview questions, and assist the researcher in developing skill in administering the research instrument. Based on critiques, the interview schedule was revised (see Appendix B). It was pilot tested via telephone interviews with four Cooperative Extension professionals not included among the 10 selected for the study.

Data Collection

Questionnaires with a cover letter and explanation of the study were sent to 387 women administrators in county, district and state offices in the thirteen states in the Southern Region of the Cooperative Extension Service. The cover letter is included in Appendix B.

From the initial mailing, 244 usable questionnaires were returned, comprising 64% of the initial sample. Second contacts with nonrespondents were made by mail with a

second letter and questionnaire. One Cooperative Extension Service worker refused to answer the questionnaire unless the State Director in her state sent a letter instructing her to participate.

Twenty five additional replies were returned, raising the response rate to 70%. Further contact of nonrespondents was deemed unnecessary and therefore, was not initiated.

After quantitative data were gathered from 269 subjects, 10 respondents were selected from the pool of respondents for in-depth interviewing. They were contacted by phone and asked to grant a 30-minute telephone interview for further study. One chose not to be interviewed because she was the only employee in the county at the time, and she felt that time and responsibilities would not permit it.

Appointments were made for phone interviews within the following three weeks. Prior to the interview each participant was sent a copy of the survey she had completed, as well as a copy of interview topics and the characteristics and functions of a mentoring relationship described in Chapter II (Figure 3, pp. 35-38).

Treatment of Data

The primary method of analysis of data was characterized by an inductive process. Responses to the survey were classified, categorized, and summarized. Responses to telephone interviews were recorded, and answers were categorized and summarized. Findings were reported using frequencies, percentages and narratives.

Assessing Mentoring Relationships

The ideal kind of supportive relationship has been described in this study as one involving a "true mentor". Such a mentor was described in the operational definition as a) being a person of superior status, in terms of access to expertise, influence, information and resources; b) providing and sharing a number of resources on behalf of the protégée; c) providing emotional support to the protégée; and d) providing direction for the development of the protégée's positive self-concept (see Chapter II).

Thus a relationship can be identified as true mentoring when an individual (the protégée) reports receiving the benefits of a number of resources provided by another with higher status (the mentor) in the course of her career development. In addition, the protégée will report high levels of emotional involvement with the mentor. Finally, the protégée will report effects of the mentor's direction for the development of her self-concept. The extent to which each of these features is present in the relationship further determines whether or not the relationship is a true mentoring relationship.

One would expect a true mentoring relationship to be strong in each area, but not necessarily to display all of the qualities to the fullest potential in each domain. The Career Support Scale (CSS) was designed in order to determine the extent to which each feature was present in the career development of each respondent.

Items within each of the three subscales of resources, emotion and self-concept were assigned values of 1 to 5 by each respondent. Mean scores were calculated for each subscale, giving each participant three mean scores for every supportive person listed.

Each score represented the extent to which one of the general features critical to mentoring was present in that relationship.

Criteria from Riley's (1983) study was used to determine whether or not a person listed by the respondent was a true mentor. One would not expect even a true mentor to fulfill all the defined functions and characteristics to the highest potential. Therefore, a perfect score would not be expected in each subscore on the survey.

At the same time it is argued that a comprehensive mentoring relationship would display at least a majority of those functions and characteristics in each of the groups, thus having a mean score of 3.5 or higher. Therefore, supportive persons identified by respondents and receiving mean scores of 3.5 or higher in each subgroup were declared to be mentors.

Summary

This chapter has discussed the methodology of the research study. The descriptive research was exploratory in nature, gathering quantitative and qualitative information using a combined questionnaire and interview approach. Two hundred and sixty-nine women administrators in Cooperative Extension Service offices in 13 states in the southern region answered questionnaires. Of the 269 respondents, 10 were selected for in-depth interviews, which were tape-recorded. The data were analyzed, and results were organized at a later time.

Chapter IV presents the findings of the research using both tabular and narrative forms. Chapter V draws a series of conclusions from the findings and recommends direction for further research.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to determine the presence and characteristics of mentoring relationships experienced by women administrators in the Cooperative Extension Service and to determine the perceived importance of the supportive relationships to career success and job satisfaction. This chapter is devoted to the specific research findings addressing the following questions:

1) Have women administrators in the Cooperative Extension Service experienced beneficial mentoring?

2) In what ways have mentors been helpful to women administrators in their careers?

3) In what ways have mentoring experiences contributed to the subjects' perceived career success and job satisfaction?

Demographic Characteristics

Demographic characteristics of the female administrators responding to the survey are included in Figures 4 through 9. Respondents' career history and personal data include current position, length of time in the position, total length of time in Cooperative Extension, age group, salary range and race.

Eighty three percent of the participants in the study are located in county offices. Eleven percent serve as District Directors, and six percent are Assistant Directors in state offices. Currently there is no female State Director in the southern region (Figure 4).

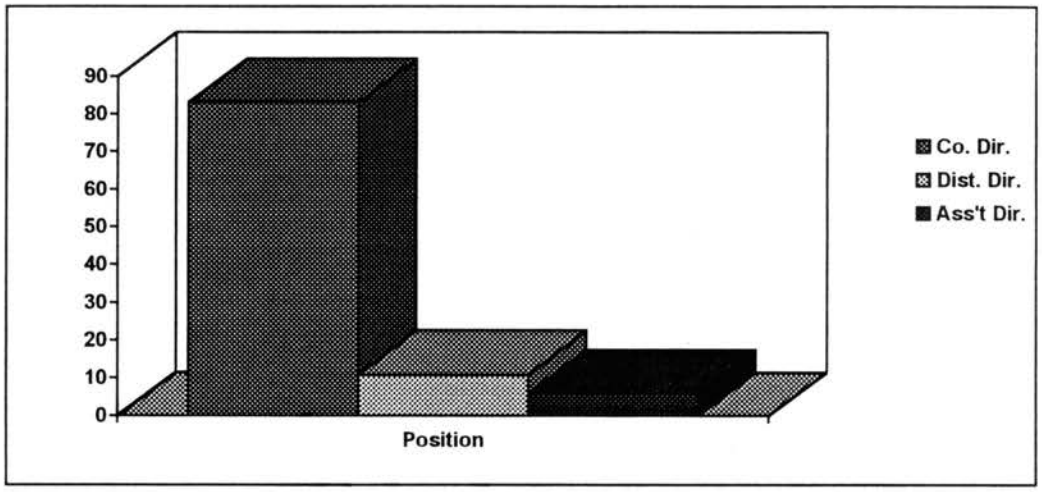


Figure 4. Position Titles of Subjects By Percent
N = 269

Over half of the respondents (56 %) have been in their current positions for a period of one to 10 years. Fourteen percent have served as administrators as many as 21-30 years. These data indicate that there are not many veteran women administrators in these positions (Figure 5).

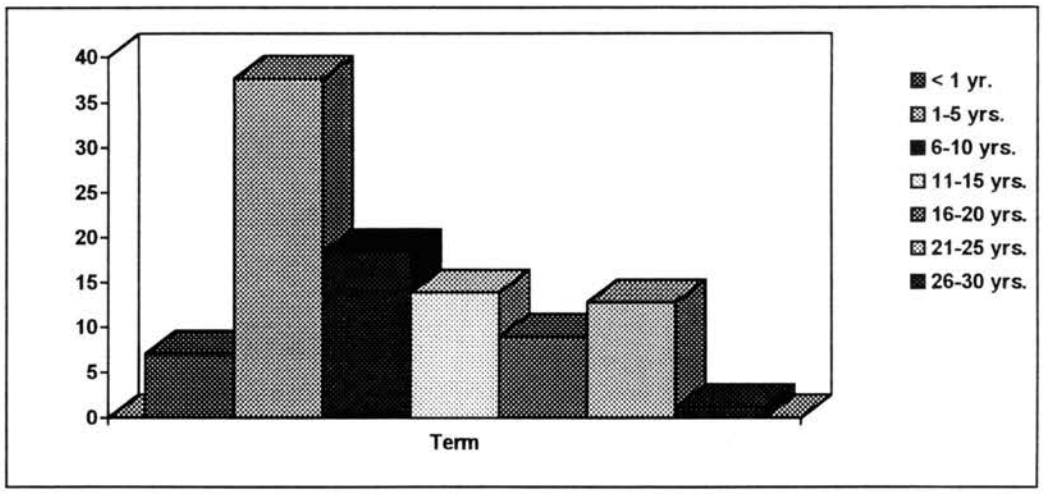


Figure 5. Years in Current Position by Percent
N = 269

More female administrators (45.11%) have been in the Cooperative Extension Service for 16 to 25 years than in any other ten-year range (Figure 6). More (12.5%

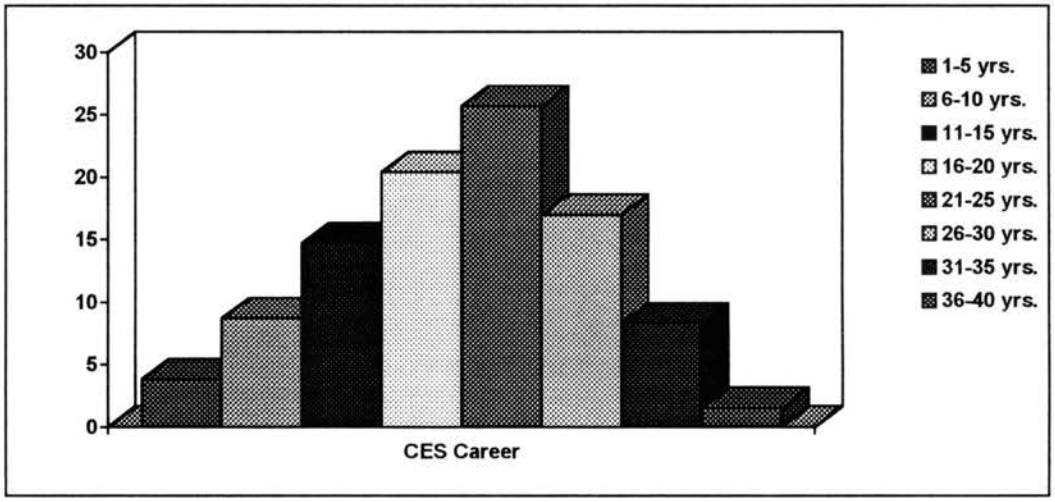


Figure 6. Total Years of Employment in Cooperative Extension by Percent
N = 269

have been with the organization for 1-10 years than those who have been employed by Extension for 31-40 years (9.8%).

Twenty seven percent of the female administrators (the largest cluster) are in the 46-50 year-old age range with 80 percent clustered in the 20-year range of 36 to 55. Eighteen percent are in the top age range of 56 to 65 (Figure 7).

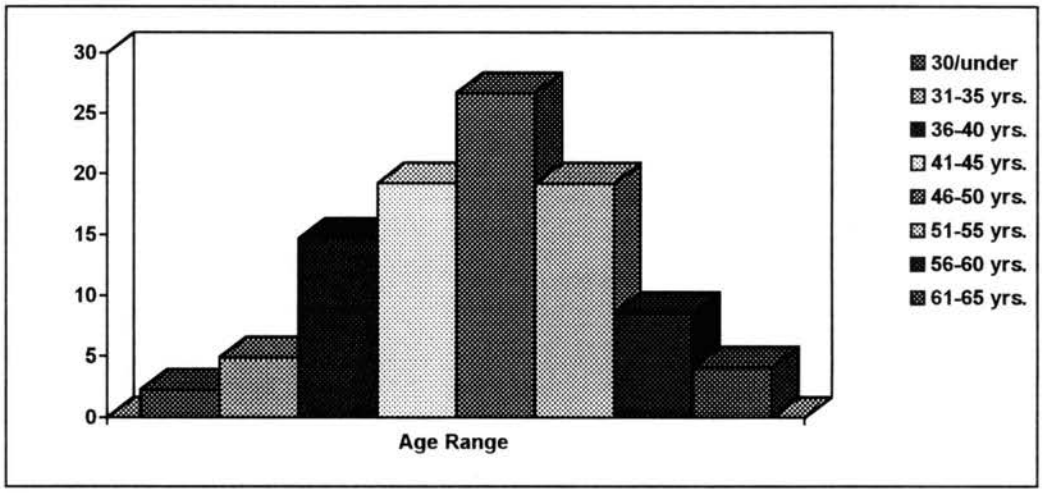


Figure 7. Age Ranges of Respondents by Percent
N = 269

Salaries of the female administrators most frequently (61.7%) ranged between $30,000 and $49, 999 (Figure 8). The lowest salary for a female administrator was between $20,000 and $29,999 (5.7%), the highest was above $90,000 (.8%).

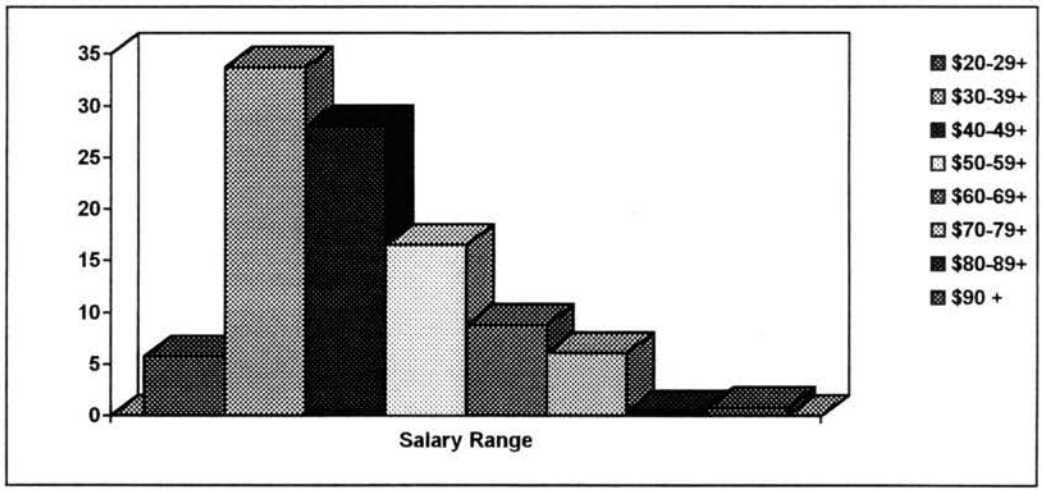


Figure 8. Salary Ranges by Percent
N = 269

Demographic data show that 52.5 percent of the respondents have been in Cooperative Extension Service for 21 to 40 years, and 59.6 percent are in the age ranges of 46 to 65 years. In contrast, 63.1 percent of the respondents have been in an administrator for ten years or less, and 67.4 percent of the salary ranges are $49,000 or below. This reflects that age and number of years with Extension do not necessarily correlate with higher salaries or long tenure as administrators.

Raw data show that 30 respondents were black, while 2 were Hispanic, 2 were Native American, 234 were white and one was of another ethnic group. This shows a blatant underrepresentation of employees of minority races.

Although many mentors and protégées were of the same race, some diversity in mentoring was indicated. Of the cross-racial mentoring relationships, most involved

black and white ethnic groups. Hispanic, Native American and other protégées were mentored by persons of other ethnic backgrounds (Figure 9).

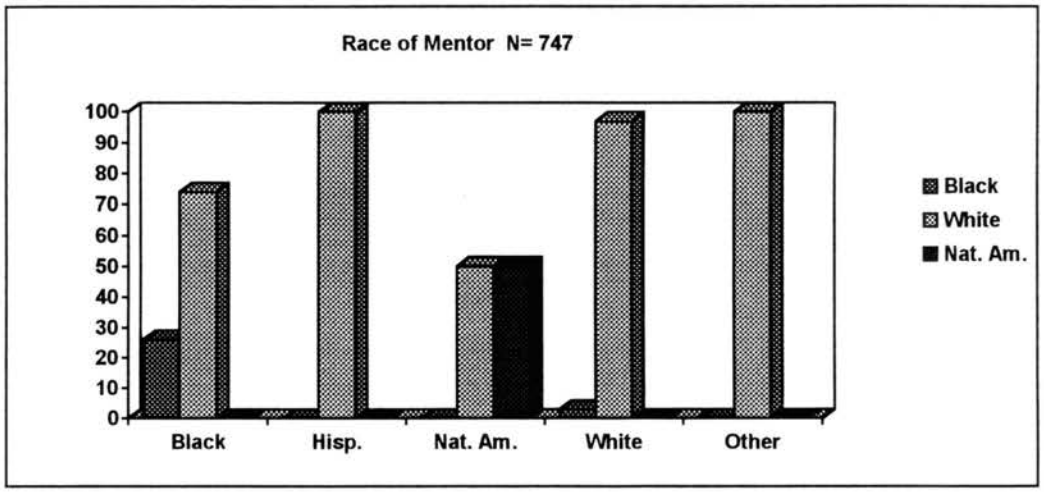


Figure 9. Race of Mentors by Percent
N = 747

Written comments from survey respondents favorably described diverse mentoring experiences: "I had the privilege of working with a male who was of another race. It was a good experience for both of us." "I have so much respect for my mentor. We worked very well together."

Telephone interviewees further described their experiences with those of other racial backgrounds. "The real attribute is that it has increased perspective in terms of not only dealing with personnel, but certainly within the Extension Service itself in dealing with the broad-based programming." "I think that one of the problems a lot of

administrators have in the Extension Service is that if you came out of one background, and didn't have some personal experience through childhood or family connections, you would have difficulty understand and appreciating where the other person is coming from." "My mentor is another human being whom I respect, and he treats me as a human being worthy of his respect. We care about one another professionally."

Sources of Mentors

Participants in the survey listed mentors both within the Cooperative Extension Service (60.7%) and outside the organization (39.3%). Within Extension 75 percent of administrators in the Cooperative Extension Service were male, 25 percent female. In contrast, more of the supportive relationships involved females than males (Figure 10).

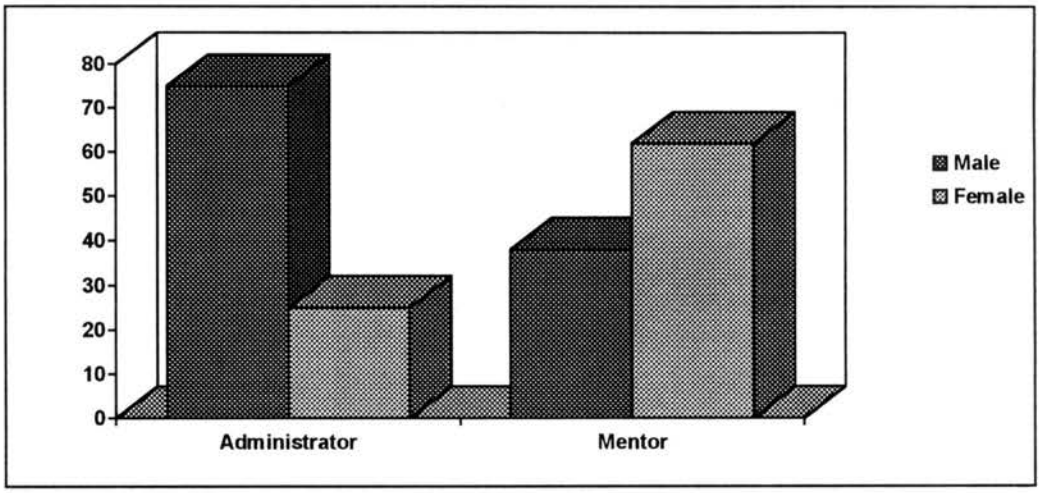


Figure 10. Male/Female Administrators in Relation to Male/Female Mentors

Although respondents credited administrators for providing some support (31%), they named peers, co-workers and colleagues as having given slightly more support (37%) in their career development. Other assistance came from friends, teachers, family members, spouses, and others.

Mentors outside Extension were former business partners or bosses; former teachers, college or graduate professors and advisors; ministers; and relatives. Friends were named both outside Extension and within the organization in conjunction with peer and co-worker relationships.

Seventy-eight percent of the mentors were older, nine percent younger, and approximately 13 percent about the same age as the protégée. Most senior mentors (59%) were 1-15 years older, while eight percent were more than 30 years older (Figure 11). This indicates that some had been supportive to the protégées longer than the

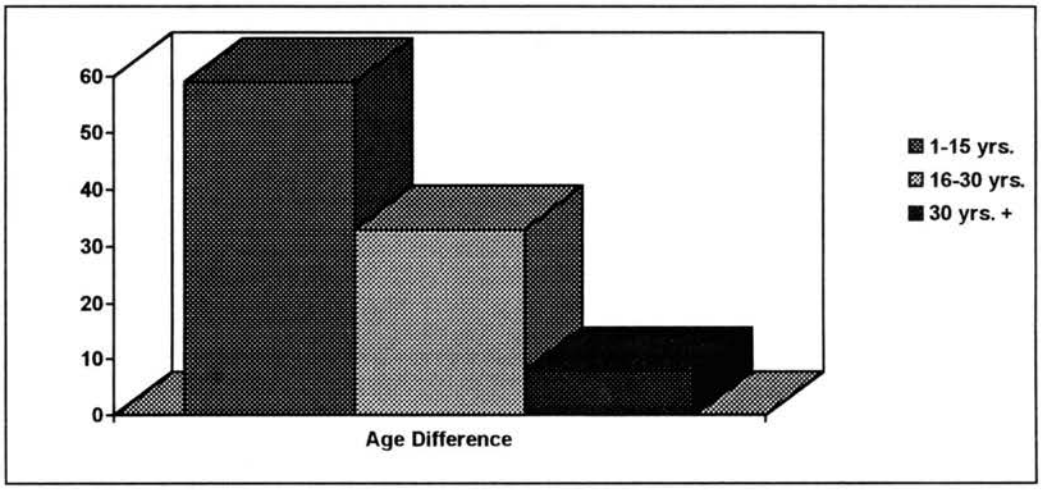


Figure 11. Age Differences in Senior Mentors and Protégées by Percent
N = 583

protégées had worked in Cooperative Extension. These were likely to be parents, friends, spouses and former teachers. Some respondents stated that the supportive person had provided encouragement and help "most of my life" or had been a strong influence "when I was young."

Ninety two percent of the supportive relationships were spontaneous. Durations of the mentoring experiences were reported to have lasted from less than one year, to 56 years. The most frequent length of a relationship was 8 to 10 years (20%). Other frequently-named lengths were five to eight years (17%) and three to five years (14%). This supports other studies of mentorship durations (Kram and Isabella, 1985).

Most of the supportive relationships (76%) involved daily, weekly, bi-weekly or monthly conversations between mentor and protégée. Participants reported that efforts to initiate communication and nurture the relationship were made by both the mentor and the protégée 83 percent of the time.

More than half (58%) of the relationships are ongoing. Most of those which have ended are due to the mentor's retirement or death (70%). In some cases (25%), either the mentor or the protégée moved to another location, which made it more difficult to communicate.

Identifying True Mentoring

The method of identifying true mentoring was described in Chapter III. Respondents answered a survey by assigning numbers on a five-point Likert scale to items describing characteristics and functions of mentoring relationships. Respondents

a) identified up to three persons who had influenced their career development and b) scored each individual's effectiveness.

Mean scores were calculated in each of three subgroups named resources, emotion, and self-concept, representing characteristics and functions critical to true mentoring. Mean scores of 3.5 or higher in each subgroup indicated that a) the protégée had received benefits of a number of resources provided by another (the mentor); b) the protégée reported high levels of emotional involvement with the mentor, and c) the protégée reported effects of the mentor's direction for the development of her self-concept.

Based on the criterion of mean scores of 3.5 or higher in each of the three subgroups, one hundred twenty one women (45% of the total sample) were found to have at least one true mentor who fulfilled the comprehensive definition of the term. Forty five (37%) of those with a mentor were found to have more than one mentor.

As stated in Chapter II, some individuals receive benefits of a mentoring relationship from a collective support system of several persons. In this study, if respondents received benefits from two or more individuals who a) each had mean scores of 3.5 or higher/greater on two of the three career support subscales, and b) collectively provided benefits in all three critical areas of mentoring, they were said to have group support or a "pseudo-mentored" relationship. Based on this criterion, 21 women (8% of the total respondents) were identified as experiencing a pseudo mentoring relationship.

Thus, one hundred forty two respondents were found to have experienced mentoring in one form or another. This indicates that 53% of female administrators in 13

states in the southern region of the Cooperative Extension Service have been mentored in the true sense, or pseudo-mentored in their career development.

Identifying Alternative Relationships

One hundred twenty seven women administrators in this study (47% of the total respondents) were determined not to have mentors. Still, those who had no mentor deemed 146 other individuals as supportive. Respondents indicated they were receiving benefits characteristic of mentoring relationships to some extent, though not in all three categories of resources, emotion, and self-concept.

The non-mentored persons were divided into two subgroups. Those in the first group of non-mentored protégées were said to be "significantly supported" (SS). Although this may not be the feelings of the respondents, this term is for the purpose of discussion. These significantly supported respondents received benefits from individuals whose mean scores were 3.5 or greater on two of the three career support subscales, as described in the pseudo-mentored group.

However, there was no collective support from two or more of the significantly supportive persons -- only partial support. Those individuals provided at least some of the benefits that were characteristic of a mentoring relationship. Thus it was found that 87 (32% of the total participants) had significantly supportive (SS) relationships.

Those in the second subgroup of non-mentored respondents were said to be "nonsignificantly supported" (NS). This term is also for the purpose of discussion, although the participants might not describe them in this manner. Persons assigned to this group were those whose support people had lower mean scores than the established

criteria (3.5) on at least two of the three subscales critical to mentoring. While the support was somewhat helpful, it was not significant according to the operational definition of mentoring relationships found in the research (Figure 3, pp 35-38).

Frequencies of mean scores below 3.5 were examined and recorded (Figure 12). While nonsupportive relationships (described as 3.4 or less) existed in all three categories, data indicated that the most frequently named source of insufficient support was that of self-concept.

Forty respondents (15% of the total sample) were found to have nonsignificantly supportive relationships. Besides having no formal mentors, they had no other kinds of support from other individuals throughout their career development. One hundred and twenty seven (47% of the total sample) were found to have at least one nonsignificantly

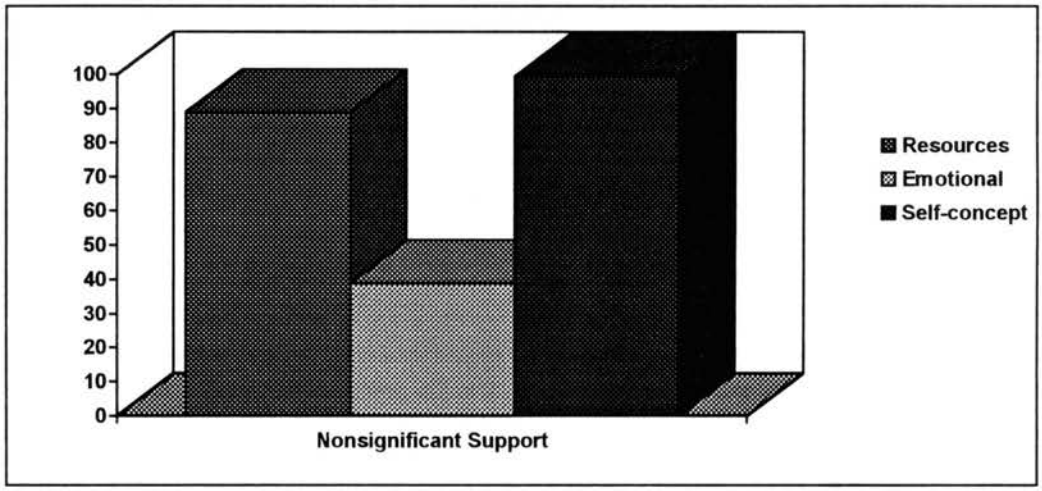


Figure 12. Nonsupportive Relationships by Kinds of Support Given by Frequencies
N = 127

supportive (NS) relationship, while 68.5 percent had experienced other kinds of support in various combinations.

These findings answered the first research question: Have women administrators in the Cooperative Extension Service experienced beneficial mentoring? Forty five percent experienced mentoring benefits from at least one individual fulfilling the definition of a true mentor obtained from the literature.

Eight percent experienced similar benefits, but from a variety of individuals, none of whom fulfilled the definition of a true mentor. Those respondents were said to have experienced a pseudo-mentored relationship.

Nearly half of the respondents (47%) did not receive benefits of true mentoring as defined in the operational description, nor had they experienced (Figure 13)

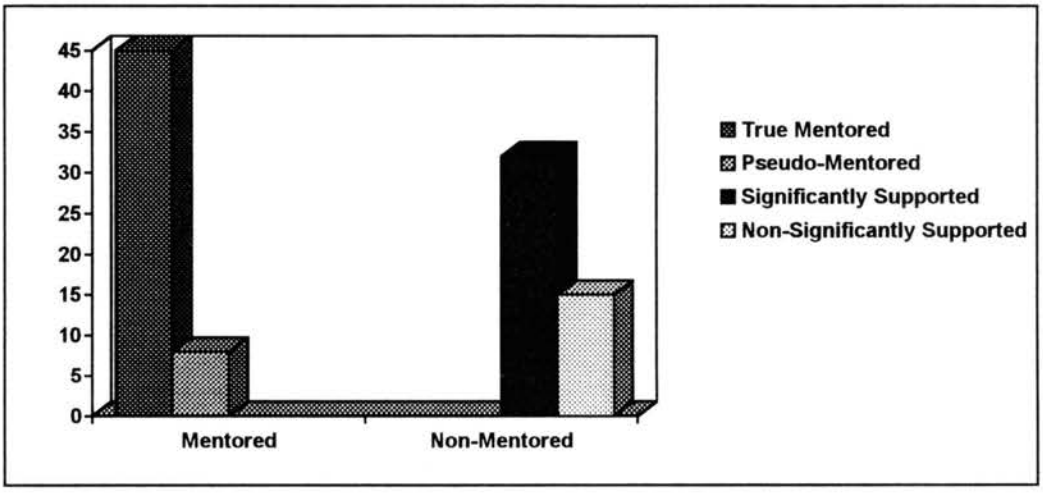


Figure 13. Mentored and Non-Mentored
Relationships by Percent
N = 269

pseudo-mentored relationships. Non-mentored respondents were found to have experienced both supportive and nonsupportive relationships, but not to the degree described in the literature for a true mentoring relationship (Figure 13).

Kinds of Support Given to Protégées

This section addresses the second research question: In what ways have mentors been helpful to these women administrators in their careers? Two hundred sixty nine respondents indicated the extent to which 747 support people provided help in various forms.

By assigning numbers on a continuum from "1" to "5" to each item in the survey, respondents rated each mentor they identified in respect to helpfulness in promoting their careers. Part 3 provided statements describing ways in which the supportive persons had been helpful. Numbers on the continuum ranged from "5", indicating the statement was "very descriptive" of the relationship, to "1", indicating the statement was "not at all descriptive".

In the resource subgroup, kinds of help given scores of 4 or above by 94 percent of respondents included "cares about me as a person", "acknowledges me as an accepted member of my profession" and "serves as a model to follow". Ninety six percent of respondents gave a rating of 4 or above to "serves as a model for me to follow".

In the emotion subscale, kinds of help given scores of 4 or above by 96 percent of respondents included "the relationship is valued in and of itself, and not necessarily for the

material benefits", "there is mutual respect and admiration in our relationship" and "there is a willingness to share information and exchange favors."

In the self-concept subgroup, kinds of help given scores of 4 or above by 98 percent of respondents included "this person has had a positive influence on my self-confidence", "this person encourages me to have high expectations of myself" and "this person possesses qualities that I admire and try to emulate."

Written comments from section 6 of the Career Support Survey verified the kinds of help given by the supportive persons. Survey respondents replied: "One mentor viewed me as a potential administrator and gave me opportunities to demonstrate skills in working with people. He promoted me to higher levels of responsibility." "My mentor had such an influence on my life that I was not only an outstanding 4-Her, but I chose Extension work as a career." "All of my mentors have made a tremendous difference in my life." "My mentor has used his influence for hiring me and continues to be a wonderful role model. He taught me much about planning and programming."

Other survey respondents wrote: "My mentors assisted me mostly by helping me find opportunities for involvement in activities which enhanced my personal and professional growth." "I modeled after all three supportive people in many ways and in many instances. The relationship was grounded in friendship and trust." "I've learned to be flexible, and my mentors were very helpful during this time." Another respondent stated:

My mentors were patient, supportive and committed to the success of my career. They provided warmth and respect throughout the relationships. They were good listeners and had good observation skills. They showed sensitivity and great understanding. They provided a positive influence and shared their lessons in life with me. They provided high expectations as a role model.

Telephone interviewees answered the question: "What would you say has been the outstanding benefit you received from the mentoring or other supportive relationship?" They replied that the mentors had provided "...information to help me process thoughts and ideas; clarification of what happens in a system (rather than my just getting angry, I have a better understanding); a sense of achievement; recognition and encouragement; a sounding board to bounce ideas back and forth."

Telephone interviewees further stated that from their mentors and other supportive people they had learned: ways to talk with people and determine the total situation; how to assess other people's skills; how to "network with people who know other people, who know even more people. This increases the network opportunities even more."

Survey respondents felt that their mentors had helped them feel that "I'm an OK person; I'm doing well with my job; I can do whatever I set my mind to achieve." They further said that their mentors had provided opportunities: to work in new areas, based on the work they had already done; to try new performance areas; and to be able to grow within the job.

Resources Needed by Protégées

Survey respondents were given the option to indicate ways in which they would like to have received more support by checking a list. Low responses did not lend validity to the study. However, optional comments given by respondents led the researcher to ask related questions on the interview schedule.

Written comments from survey respondents concerning help needed and ways in which additional help could have been facilitated include: "I needed more guidance, for instance in purchasing things for the office. I don't know how to go about doing it; I'll need to call my supervisor for help."

"I needed someone to come out to the county and talk about problems and solutions." "When I first started, I felt tossed into the county and wasn't given much assistance with what my job was." "The ideal would be to be placed in a county with a good agent in the same position and have some training." " There needs to be a good schedule for regular feedback, instead of only annually." "Regularly scheduled mentoring sessions would have helped to make things happen on a more regular basis. When we travel so much, one has to defer, delay or postpone getting information or advice."

Verbal comments from interviewees concerning help needed from administrators include: "We needed some performance standards written for my performance review. I ended up writing those myself; if he had done it, I might have gotten a better sense of what I needed to do. He agreed with it, but he didn't do it." "I feel I need more opportunities to share frustrations. It's mostly 'This needs to be done; work it out.'" "Our system is currently in a survival mode, and I think there is little feeling of 'success'.

I have received no positive or negative feedback from within the system in about four years."

The Underdevelopment of Mentoring Relationships Within Cooperative Extension

Written comments by survey respondents regarding the underutilization of, and need for, mentoring within Extension are indicated:

"The people who have served as mentors for me have been male county agents because there have been no female county agents before me." "I have had to find my own mentors. I didn't get much from the 'good ole boys'." "Supervisors in no way are very supportive. They continue to want more, and never appreciate what has been done."

Further written comments by respondents include: "Since I joined Extension in 1969, our training of new agents has been nil; this lack of training has hurt our profession." "In my observation, Cooperative Extension remains a sexist organization, with a low percentage of female employees in key positions and who are often ignored by their male counterparts and supervisors. Women need to be mentored as men are." "We have too few women in the organization to serve as mentors. It is a man's world--a real buddy system."

> No wonder so many home economists are frustrated, burned-out and even competitive with each other...the expectations placed upon us and the 'second place status' that we hold plays the major factor in our low morale. A mentoring network could help off-set this to some extent.

These findings address the second research question: In what ways have the mentors or other supportive persons been helpful to these women administrators in their careers? Various kinds of help from supportive individuals were described by the respondents as being helpful to the relationships, whether the protégées were identified as being mentored, pseudo-mentored, significantly supported or nonsignificantly supported.

On the other hand, some expressed their dissatisftion with the limited help from other individuals. They had observed discrepencies in assistance from those who could help them advance in the organization.

Written testimonials from the respondents indicated the importance of the kinds of help they received, as well as other resources they needed to progress in their careers. Some would like to have received more help in the beginning of their careers, and others would like to continue to receive help in some of the areas indicated in their responses.

Verbal comments from telephone interviewees supported comments from the surveys: "A facilitated mentoring relationship earlier in my career with emphasis on career development and advancement would have been helpful." "I needed someone to teach the unwritten rules, help in career planning." "If there were a formal mentoring relationship, more opportunities would have been provided to view how the mentors handled day to day situations and what strategies were used." "If I could have shadowed a mentor, I would have observed more closely the technical aspects of the job such as problem solving and how to deal with personnel." "It would have been helpful to have a mentor who would say, 'You need to do this; this is how you deal with...'." "My

mentors were not inventors. They would tell me 'You do it; we'll help all we can.' I had to go find other inventors to help."

Job Satisfaction and Career Success

This section presents the data relating to the third question of this study: In what ways have mentoring and other forms of career support contributed to the subjects' perceived job satisfaction and career success? The results indicate that supportive relationships have affected these two elements.

Section 4 of the Career Support Survey provided a list of functions performed by mentors. Respondents were instructed to rank the functions in order of importance as they pertained to each support person identified. Many of the respondents did not understand the instructions and therefore, did not answer consistently. Therefore, this section was not included in the results.

Respondents answered statements in Section 5 in the Career Support Survey regarding the extent of satisfaction in career progress and job status as well as their perceived success. Again, they responded by selecting a value on a continuum of "5" to "1", with "5" indicating they "strongly agree", and "1" indicating they "strongly disagree" with the statement. Items regarding career progress were: "I am satisfied with the progress I have made in the development of my career; I am satisfied with my career at this time; and if I were to do it again, I would choose a career in Cooperative Extension."

Items addressing perceptions of success were: "I perceive myself to be successful; compared to other women administrators, I perceive myself to be successful; and I

believe other administrators (men and women) would say I am successful as an administrator."

In analyzing the data, attention was focused on the percent of respondents who agreed or strongly agreed with each statement (with a mean of 4 or above on a scale of 1 to 5). Of the respondents with a mean of 4 or greater, findings revealed that 84 percent indicated they were satisfied with the progress they had made in the development of their careers. Eighty one percent indicated they were satisfied with their career at this time, and 75 percent indicated that if they were to do it again, they would choose a career in Cooperative Extension.

Comments from those who were less satisfied with their career revealed that they felt unappreciated, or that they could be serving well in other positions where they would have more opportunities for advancement. One respondent felt "disillusioned about my career, because I think I have a lot of administrative skills that are not being tapped in my current position."

One telephone interviewee verbalized, "I'm stuck here in the corner of the state and not considered for a more challenging position. I could serve well as an area agent or curriculum writer or be involved with long-distance learning. I'm ready to move on to more challenging work."

Further study of the respondents with mean scores of 4 or above revealed that 93 percent indicated they perceived themselves to be successful. Eighty seven percent indicated that in comparison with other women administrators, they perceived themselves to be successful, and 85 percent indicated that they believed other administrators (men

and women) would say that they were successful. The differences in percentage of these three responses regarding perception of success may indicate that while the respondents are confident with their own assessment of success, they might lack confidence in how successful others perceive them to be.

Support Provided by Mentors

Respondents attributed their success to such factors as their mentors' provision of: support and direction; opportunities to participate in a National Mentoring Program and other activities which enhanced the protégées' personal and professional growth; influence in hiring; assistance in planning and programming; being a good role model and friend; encouragement and willingness to help the protégées; and commitment to the success of the protégées' careers.

Interviewees provided additional comments pertaining to ways in which mentoring contributed to job satisfaction and career success. Most frequently mentioned were the opportunities afforded the protégées for trying new ideas, discussing ways to do things, and utilizing their creativity. One participant commented, "They have always been supportive when I've had new ideas. I like to be fairly creative, and they have been very supportive of the creativity. That's probably one of the greatest contributors to my liking the job." "I was given courage to try new ideas and advice in ways to plan strategies so that I wouldn't fail."

Protégées who felt successful said that they were given opportunities to meet people in new arenas and become involved with new groups of professionals. This opportunity provided further exposure to other networks of people with even more

experiences. "I never would have even dreamed of doing some of the things they got me into, since I didn't know the system. But they thought I could do it, and I did."

Another interviewee focused on the opportunities for discussing different perspectives. "It gives opportunities for dialogue and reflection. Having that additional insight and experience that mentors have and are willing to share, and offering constructive criticism have been really helpful."

The interviewees appreciated the opportunity to work with those who were more experienced and who shared their wisdom and expertise with the protégées. The mentors paved the way for the protégées, promoting them to others, both within and outside the organization. The mentors provided dialogue, reflection, new perspectives, constructive criticism and challenges to the new person as she made her way in the organization. One of the protégées said, "In addition to being supportive of the things I liked to do, they have also been critical of the things I needed to improve, such as listening skills; being patient when working through different situations; or having less patience than I needed with a supervisor I might not have gotten along with very well. The mentors have pointed out those kinds of things I needed to strengthen."

Interviewees stressed commitment on the part of the mentors who provided confidence in the protégées' abilities as well as recognition for doing a good job. The encouragement and support given by the mentors brought courage to the protégées to set new goals and strive for further achievement in their careers. Having been provided challenges appropriate to their stages of responsibilities and capabilities, the protégées

expressed a sense of satisfaction and career success. Consequently, they continued to set new goals and progress even further in their careers.

Cross-Gender Mentoring

Comments concerning positive effects of a cross-gender mentoring relationship on feelings of success include: "The real attribute is that it has increased my perspective in terms of dealing with the broad-based programming within Extension. If you came from a strictly agricultural background, you would have trouble understanding Home Economics, 4-H or Community Development. The same would be true if you came out of a typically Home Economics academic training base and all contacts were within that area. It has been a benefit in learning about other programs and getting different perspectives."

Facilitating Support for Others

Respondents made additional comments regarding efforts to help others in their career development by providing mentoring and other supportive opportunities for them. They were asked to respond to the notion of implementing facilitated mentoring programs in the Cooperative Extension Service. Ninety-three percent of the respondents agreed or strongly agreed that efforts should be made to help other women in their career development by providing support and mentoring opportunities. Eight five percent agreed or strongly agreed that voluntary mentoring programs should be facilitated in the Cooperative Extension Service to help women progress in the system.

Comments from CSS Part 6 in response to facilitated mentoring programs in Cooperative Extension Service are recorded. "It would encourage people further up the ladder to mentor those further down the scale." "The mentoring program would be an excellent project for new Extension employees." "The Cooperative Extension Service could benefit from an organized mentoring program." "I believe mentor programs should be provided for men and women who want to participate in such programs." "Without mentors it would have been very difficult to complete my goals; mentoring should be a component of supervisor/administrative responsibilities in personnel development."

On the other hand, some were not so enthusiastic about a facilitated mentoring program, as these comments indicate: "I'm not sure a planned structure for mentoring would be more successful than one that develops involuntarily; one that is planned with considerable flexibility might be." "Mentoring cannot be a forced relationship." "I do not believe one can be assigned to mentor a woman for advancement. If a woman wants to go into management/administration she must be resourceful enough to find the people to be mentors, or she doesn't have what it takes to be a manager."

Interviewees supported the idea of mentoring others as they had been mentored. "I would like to see a facilitated, but not mandated, mentoring program implemented." "It would certainly help new workers." "If people would make a commitment and follow through, it would be very effective." Another interviewee said, "We need to encourage the ones who are doing well, but we also need to encourage the ones who are not doing so well and find out what we could do to help them. If mentoring were part of the job appointment, obviously people would take more note of it."

Mentoring As a Performance Appraisal Item

Interviewees gave their perspectives concerning mentoring as an item in the annual Performance Appraisal (PA) instrument. Their statements include: "The Performance Appraisal instrument would be one of the ways to determine accountability, to see that mentoring is working." "It should be an option, and people who participate should get some sort of recognition for taking that additional responsibility." Another projected, "If you're going to be in administration, you need to help others. It should be a part of the PA for administrators, and others who wish to participate. They should be acknowledged for the time it takes to commit to it." Another protégée responded:

> Last year the number one question that accompanied the normal PA for the county directors was 'Tell me how you have contributed to the development of other staff members. What functions have you played in their development and training?' The organization needs to sanction and encourage mentoring; then have training which is different than that of personnel development.

One of the respondents stated, "If we are to perpetuate our organization, we must bring new ones in and support them the best we can. The PA is one way to make agents accountable for assisting other agents and the organization as a whole."

Perceived Success of a Female Administrator

One of the interviewees concluded her statements concerning the success of women in administrative positions in the Cooperative Extension Service by saying:

Hopefully, women are making progress in the field. Perhaps those of us who have paved the way have made some mistakes. But perhaps we have also demonstrated some courage and some skills and worked hard enough so that other women don't have the same kinds of career bumps and bruises to go through to be in the field.

The other thing is, I think we need to raise our sons so they will not have the predetermined categories of achievement for women (maybe there is more of that than we recognize going on). It's quite a different matter today than for the period of time I've been in the system.

I think of myself as a member of a cohort that was quite an unusual breed. Number one, I stayed in the program after I married; I did not leave. Number two, I moved to an administrative level, which was quite unusual in the south (I was the ninth woman in this state to be an administrator).

Now I see five women [in administrative positions such as mine] across the states in the deep south. The directors in the southern region have come to me for advice and council. I've been on a number of committees; I've been respected; and maybe I have helped be a leader to make people think about having women in these positions.

Thus, the third research question has been addressed: "In what ways have mentoring and other forms of career support contributed to the subjects' self-assessment of job satisfaction and career success?" Written statements by survey respondents who

benefited from mentoring and alternative supportive experiences stressed the importance of such support as they progressed within the organization.

They agreed that not only does the protégée benefit from supporting and developing newcomers to the organization, but the mentor and the organization reap rewards as well. In order to afford opportunities for new workers to grow and succeed within the organization, respondents supported the implementation of voluntary participation in mentoring programs within the Cooperative Extension Service in each state.

Findings Not Directly Related to the Research Objective

Additional information was discovered when calculating population totals of professional employees and administrators in the Cooperative Extension Service in the 13 states in the Southern Region. The number of male/female employees is disproportionate to the number of male/female administrators in the Cooperative Extension Service programs established in 1862 (Figure 14). In contrast, the number of male/female employees is more nearly proportionate to the number of male/female administrators in Cooperative Extension Service programs established in 1890 (Figure 15).

Further research into this edifying phenomenon revealed that a) there is a more traditional attitude in the 1862 Program; b) the 1890 Program is a relatively new program with a greater sensitivity toward equity; c) it is easier to find prepared females than it is

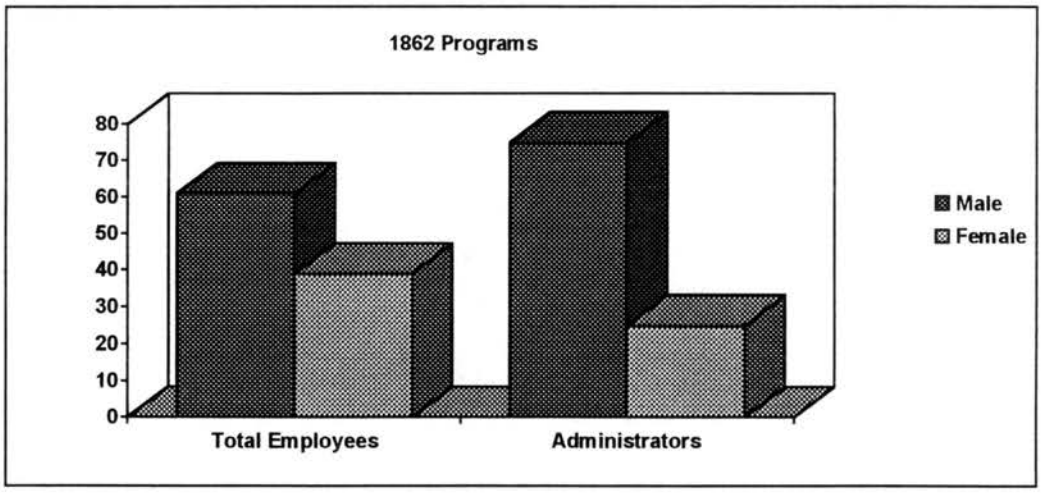


Figure 14. Proportion of Total Employees Compared to the Proportion of Administrators in 1862 Programs by Percent

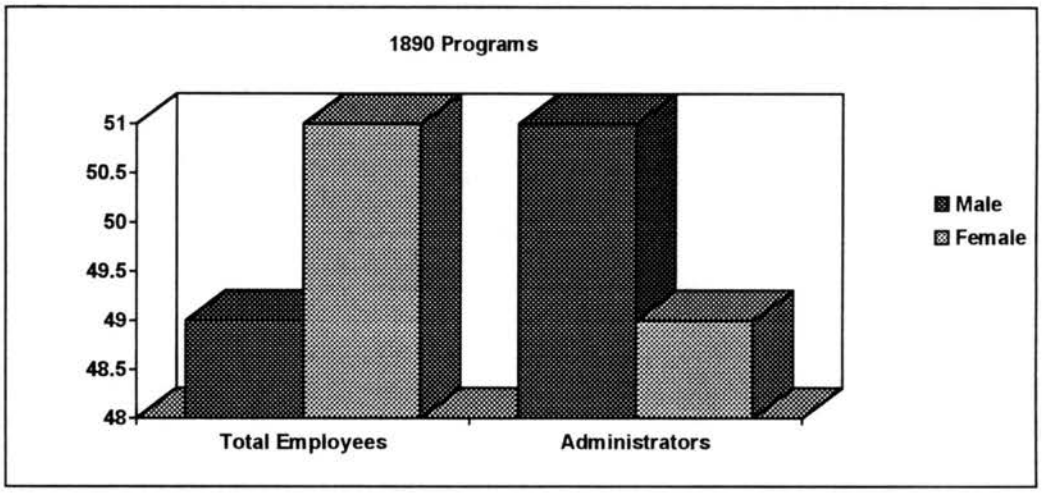


Figure 15. Proportion of Total Employees Compared to the Proportion of Administrators in 1890 Programs by Percent

to find prepared males; because d) historically, there has been more of a thrust to prepare females than to prepare males.

This indicates that with the current emphasis on Civil Rights, administrators managing the 1862 programs could look to those in the 1890 programs for guidance in implementing diversity strategies within the 1862 programs. This would address Patton's (1990) concern for gender equity within the Cooperative Extension Service.

Summary

This chapter presented the results of the descriptive research as they addressed the three research questions:

1) Have women administrators in the Cooperative Extension Service experienced beneficial mentoring?

2) In what ways have mentors been helpful to these women administrators in their careers?

3) In what ways have mentoring experiences contributed to the subjects' perception of career success and job satisfaction?

Data collected from the survey instrument and the interview schedule were categorized, summarized, and interpreted through tables and narrative discussion. It was found that 45 percent of women administrators within the Cooperative Extension Service have experienced true mentoring. Eight percent of respondents experienced collective support called pseudo-mentoring. Non-mentored female administrators have received significant (32%) or nonsignificant (15%) support in different areas and in various degrees of intensity.

Participants in the study responded by determining the help they received from the supportive relationships and the resources they needed to a greater extent or continue to need. With written comments from survey respondents and oral reports from telephone interviewees, protégées revealed ways in which the supportive relationships had been effective.

Respondents related how the mentoring and other forms of support had contributed to their perception of job satisfaction and career success. They elaborated on the benefits of the mentoring and other supportive relationships to their careers. They endorsed the implementation of voluntary, facilitated mentoring programs in the Cooperative Extension Service and verified the benefits derived by the protégée, the mentor and the organization.

Chapter V, Summary, Conclusions and Recommendations, will summarize the results of the research study, draw conclusions from the data, and make recommendations for further study and practice.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the presence and characteristics of supportive relationships experienced by women administrators in the Cooperative Extension Service and to determine the perceived importance of the supportive relationships on job satisfaction and career success. This chapter presents the summary, conclusions, recommendations for further practice and recommendations for research.

Summary

Women administrators in 13 states in the Cooperative Extension southern region participated in a study by describing the mentoring relationships they experienced throughout their career development.

Specifically, the research addressed the following questions.

1) Have women administrators in the Cooperative Extension Service experienced beneficial mentoring?

2) In what ways have mentors been helpful to these women administrators in their careers?

3) In what ways have mentoring experiences contributed to the subjects' self-assessment of career success and job satisfaction?

Two hundred and sixty-nine survey instruments provided quantitative data, as well as some optional qualitative reporting. In-depth interviews contributed additional qualitative data which supported the quantitative facts in addressing the research questions.

Forty five percent of the total sample were said to have at least one mentor. Thirty seven percent of those with a mentor were found to have more than one mentor.

As stated in Chapter II, many individuals receive benefits of a mentoring relationship from a collective support system of several persons. It was found that eight percent of the respondents were identified as experiencing a pseudo mentoring relationship. Thus, 53 percent of the participants in the study benefited from mentoring relationships either with one or more true mentors, or with a collective group of pseudo-mentors.

Those who experienced a mentoring relationship asserted that mentors and other supportive persons had been helpful to them in various ways and to diversified degrees. Kinds of provisional help most highly rated by respondents were "cares about me as a person"; "acknowledges me as an accepted member of my profession"; and "serves as a model to follow".

Kinds of emotional help rated most highly were "the relationship is valued in and of itself, and not necessarily for the material benefits"; "there is mutual respect and admiration in our relationship"; "there is a willingness to share information and exchange favors"; and "there is a sensitivity to gender and cross-cultural differences". Highly rated kinds of help given to enhance the protégées' self-concept were "this person has had a positive influence on my self-confidence"; "this person encourages me to have high

expectations of myself"; and "this person possesses qualities that I admire and try to emulate".

Written comments provided by the respondents on the surveys further exemplified the kinds of help they received from their mentors. Telephone interviewees reiterated the helpful ways in which the supportive persons fulfilled the roles of a mentoring relationship.

It was also found that mentoring had contributed to the participants' perception of job satisfaction and career success. Quantitative data showed that 85 percent of respondents were satisfied with their career progress, and 81 percent were satisfied with their careers at this time. Comments from those less satisfied were "I have administrative skills that are not being tapped." "I have been interim coordinator twice; at that time I dealt with yearly budgets, made improvements in the office and dealt successfully with personnel. Still I was not selected for the permanent administrative role."

Ninety three percent of the female administrators perceived themselves to be successful; 87 percent indicated that compared to other women they perceived themselves to be successful, and 85 percent indicated that other administrators (men and women) would perceive them to be successful. All interviewees asserted that mentoring and other supportive relationships were vital to the growth and advancement in one's career, as well as to their feelings of success.

Respondents reported gaining the greatest benefits from the mentoring and other supportive relationships in the areas of confidence building, orientation to job responsibilities, idea development and testing, development of skills and strengths, and encouragement for networking and continued professional advancement.

Ninety three percent of participants indicated a need to help others in career development. However, only 85 percent of the respondents felt that voluntary mentoring programs should be implemented into the Cooperative Extension Service in addition to new employee orientation and personnel development. Fifteen percent were not convinced that a facilitated mentoring program would be successful. Their comments were "You can't force a mentor on someone. Some personalities just wouldn't match." "It is best to have a spontaneous relationship." "Some would be excellent mentors, although others wouldn't be committed to the program."

Forty seven percent of the women administrators were determined not to have mentors. While women without mentors may be receiving some benefits characteristic of mentoring relationships, they do not experience the comprehensive support experienced by those who are truly mentored. Thus, almost half of this group were lacking in beneficiary mentoring, which means they did not receive sufficient support in the areas of resources, emotion and self-confidence. By their admission, they felt hindered by the lack of mentoring in their career development.

Respondents who had no mentor had named other individuals as being supportive. The non-mentored persons were divided into two subgroups. Those in the first subgroup were determined to have significantly supportive relationships.. These persons provided the protégées with some of the qualities which are characteristic of a mentoring relationship. Thirty six percent of the participants had significantly supportive relationships.

Individuals in the second group were considered to have non-supportive relationships. While support from some individuals was helpful, it was not significant

according to the operational definition of mentoring relationships in Chapter II (Figure 3, p. 35). Fifteen percent of the total sample were found to have nonsignificantly supportive relationships.

Some respondents addressed kinds of help which they would like to have received to a greater extent by indicating both quantitatively and qualitatively on the survey. Most frequently named kinds of help which were not received to the fullest satisfaction of some respondents were "help in learning the technical aspects of my job", "advice on how to solve problems", "help in planning my career", and "a clear idea of what skills I will need to learn and/or practice". All of the interviewees reinforced the need for more regular communication with, and assistance for, new members of the organization for a minimum or two months to one year at the beginning of employment.

These findings demonstrated that 45 percent of female administrators in the Cooperative Extension Service experienced benefits of mentoring relationships as operationally defined. Although they have experienced some form of supportive relationships, 55 percent lack the guidance they need from a mentor who could help them advance within the organization.

Conclusions

1. The Cooperative Extension Service has neglected to facilitate the development of mentoring relationships among its female employees.

2. No incentive exists within Cooperative Extension for mentoring the next generation of female leaders.

3. The Cooperative Extension Service has not encouraged young professional women to seek mentoring from those in leadership positions to help them become established and socialized into the work role.

4. Cooperative Extension Service as an organization has not stressed the importance of mentoring as an appropriate means of individual and organizational development for women employees.

Recommendations for Practice

Based upon the findings and conclusions, the following recommendations have been made.

1. Plans should be made to facilitate the development of mentoring relationships for newcomers to the Cooperative Extension Service. Administrators in Extension should enhance the mentoring experience by introducing individuals who have similar interests, values, and goals. Conscious efforts should be made to assist employees observe and identify senior co-workers as appropriate mentors and instruct would-be mentors in the functions and responsibilities of mentoring.

2. Young, new professionals beginning a career should be encouraged to seek a mentor who can help them become established and socialized into the work role, professional role, or career role. County, district and state co-workers can assist new professionals not only by serving as mentors to them, but also by helping new professionals to define their career goals in order to seek the appropriate kind of mentor. By consciously identifying and discussing career goals early in one's professional life, new employees in Cooperative Extension can better focus efforts to advance in their careers.

3. Cooperative Extension personnel are encouraged to make a commitment to the development of new professionals through the development of supportive relationships such as mentoring. Mentoring is one means of assuring continuity of leadership and growth of the profession by assisting individuals to assume positions of leadership and authority sponsored by the mentors.

4. Cooperative Extension Service is encouraged to develop mechanisms to assist individuals in the transition into an administrative role, using mentoring as one method of support. Although formal assignment may not be appropriate, programs which foster mentoring need to be more widely available and utilized to facilitate the development of an administrative role.

5. Specific in-service education sessions should be planned to educate employees in the characteristics, functions and responsibilities of effective mentors. Part of the orientation for newcomers to the organization should be sessions on looking for those whom they would like to emulate, knowing what to expect of a mentoring relationship and planning how to work with mentors.

Recommendations for Research

This exploratory study contributes to the empirical evidence necessary for theory development by studying one aspect of the mentoring phenomena. Based on the findings of this study, the following recommendations for further research are identified:

1. Since only one population (women administrators in the Cooperative Extension Service) was surveyed, the question of the commonness of mentoring among other professional individuals remains. It is recommended for future research that an

operationalized definition for mentoring such as the one in this study be administered to male administrators in the southern region; to men and women in other regions; and to several other populations of professionals. It is further recommended that results be compared.

2. With the ratio of men and women administrators of the southern region of Cooperative Extension Service being 75% to 25% respectively, compared with the ratio of supportive relationships with men and women mentors of 32% to 68% respectively, it would be of value to study this particular variable in an attempt to determine why such relationships occur.

3. In the study as in the literature reviewed, same-gender and same-cultural mentoring relationships prevailed. It would be important to investigate the potential perpetuation of gender and cultural bias in selected professions if individuals of those of the same gender and culture continue to mentor among themselves in an effort to avoid problems associated with cross-gender or cross-cultural mentoring.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

APPENDIX A

CORRESPONDENCE WITH PERSONNEL DIRECTORS

Dear Personnel Director,

I am conducting a study of women administrators in county, district and state offices in the Cooperative Extension Service to determine whether mentoring has been a significant aspect in the progress of their careers. For the purpose of this study, an administrator is defined as a member of the professional staff who manages and makes administrative decisions regarding budgets, personnel and general functions of the office.
She may also have program responsibility in the areas of Home Economics, Agriculture, 4-H and Rural or Community Development (or their equivalents).

Titles of the administrators may include County/Unit Director, Chair, Coordinator or Leader; District Director; or State Director, Associate Director, or Assistant Director. One who is serving in an interim administrative position will also be included in the study.

In order to get the most accurate information for this research, I need your help. Included in this mailing are two enclosures: 1) a list of women administrators found in the 1993-94 County Agents Directory, and 2) a demographic data sheet needed for the study.
Further explanation is given on the following page.

Would you please update the list of women administrators and provide current information regarding professional employee statistics on the enclosed form? As is customary with any research project, any references to employees, positions or mentoring programs will be strictly confidential.

Dr. Ray Campbell, Associate Director of the Cooperative Extension Service in Oklahoma, is aware of this study. He will send a letter of endorsement to state directors informing them of the study.

In case you have questions or need clarification concerning my request, I will call you early next week. At that time we could make an appointment for a phone conversation to be held at your convenience. Otherwise, I would appreciate a reply from you **by September 1 ,1994**, if at all possible. I'll certainly appreciate your response.

Yours truly,

Jane Lee, C.H.E.
NW District Program Specialist

DATA SHEET

JANE LEE, C.H.E.
Oklahoma Cooperative Extension Service
Northwest District Office
Box 3627 Enid, OK 73702

The following data are current for the state of _____.

Number of Cooperative Extension professional staff employed in this state:
Total _____ Men _____ Women _____

Total number of administrative positions in the state office: _____

Number of state administrative positions held by:
Men _____ Women _____

Number of Cooperative Extension professional staff employed in district offices:
Total _____ Men_____ Women _____

Total number of district administrative positions: _____

Number of district administrative positions held by:
Men _____ Women _____

Number of Cooperative Extension professional staff employed in county offices:
Total _____ Men _____ Women _____

Total number of county administrative positions: _____

Number of county administrative positions held by:
Men _____ Women _____

There is _____, or is not _____ an organized mentoring program
in Cooperative Extension in this state.

Comments _____

Signature _____ Title _____

APPENDIX B

SURVEY

APPENDIX B

CAREER SUPPORT SURVEY

Think back over your life/career and recall those people who have been, or are now, a supportive part of it. They may have given help in varying degrees; even to the extent of being a mentor.

Mentoring relationships are defined by four types of characteristics and functions they perform:

- The mentor has higher status than the protégée in terms of expertise, influence, information and opportunities.
- The mentor actively performs for the protégée a wide range of functions, such as providing caring, status, information and services.
- The mentor and protégée experience a high degree of emotional involvement such as respect, admiration, trust, appreciation and gratitude. They are emotionally close, sometimes as in a parent/child relationship.
- Development of the protégée's professional self-concept is facilitated by the mentor.

Now think of one to three people who have significantly helped, supported or guided you in your career development. These persons may include supervisors, co-workers, colleagues, teachers, friends, or others.

Without using actual names, in the blanks below list up to three people who have provided significant support to you. Identify them by the role(s) they have played in the supportive relationship(s) (e.g., supervisor; teacher; friend/co-worker; relative/colleague). Those you list will hereafter be referred to as persons (A), (B) or (C) throughout the remainder of the survey.

		Gender (M or F)
Person (A)	_____	_____
Person (B)	_____	_____
Person (C)	_____	_____

Most of the survey items about supportive relationships are written in the present tense. When you are considering a past relationship, please answer the questions as they describe that former relationship, even if the support person is now deceased.

Please turn page - see reverse side

#1. This first section deals with the person(s) involved in the supportive or mentoring relationship and the duration and quality of the relationship. Beginning with person (A), place the appropriate number in the blanks in the first column. Continue in the same manner with Persons (B) and (C). If any part is not applicable, write NA.

	Person (A)	(B)	(C)
A. What is the person's race? 1) Black 2) Hispanic 3) Native American 4) White 5) Other (please identify)			
B. What is this person's age in relation to yours? S/he is: 1) older 2) younger 3) approximately the same age			
C. If older or younger, what is the approximate age difference? 1) 1 - 15 yrs. 2) 16 - 30 yrs. 3) more than 30 yrs.			
D. Has the supportive relationship been facilitated through an organized mentoring program, or was it spontaneous/mutually agreed upon between you and the other person? 1) organized 2) spontaneous			
E. Who, if anyone, has put forth more effort throughout the supportive relationship? 1) the supportive person/mentor 2) you, the protégée 3) both			
F. How long has this person(s) been helpful/supportive? 1) one year or less. 2) 1 yr.+ - 3 yrs. 3) 3 yr.+ - 5 yrs. 4) 5 yr.+ - 8 yrs. 5) 8 yr.+ - 10 yrs. 6) specify if more than 10 yrs			
G. How frequently do you talk to one another? 1) daily 2) weekly 3) twice a month 4) monthly 5) less than six times a year			
H. How near in vicinity does this person(s) live? 1) in same city or close vicinity 2) not in vicinity, but within state 3) in another state 4) in another country			
I. Who initiates the contacts? 1) the supportive person/mentor 2) you, the protégée 3) both			
J. Is the relationship on-going, or has it ended? 1) ongoing 2) ended			
K. If the relationship has ended, what was the reason? 1) the support person is deceased 2) one of us moved to another location 3) one of us retired 4) other (please designate)			

#2A. This section addresses the extent to which you have received the following KINDS OF HELP from your support person or mentor. Place a number in each blank to indicate the extent of help provided by Person(s) (A), (B) and (C).

Use the rating scale of :

5 = extremely frequently
4 = often
3 = sometimes
2 = rarely
1 = never
0 = NA

A. Kinds of Help	Person (A)	Person (B)	Person (C)	B. More Help Needed
A. Assists me in learning the technical aspects of my job.				
B. Provides advice on how to solve problems.				
C. Gives performance and relationship evaluations both positively and realistically.				
D. Sets challenging performance standards for me to follow.				
E. Serves as a model or example for me to follow.				
F. Shares information on the customs, values, and politics of the organization.				
G. Genuinely cares about me as a person.				
H. Provides support and encouragement in stressful times.				
I. Gives me challenging work to do that tests my abilities.				
J. Helps me in planning my career.				
K. Uses her/his influence in getting me hired, promoted, or helps in some way to advance my career.				
L. Introduces me to important people.				
M. Makes sure I receive credit or recognition for my work.				
N. Relates more positively to me than to most others.				
O. Acknowledges me as an accepted member of my profession.				
P. Shows sensitivity to gender and cross-cultural differences.				
Q. Sets up a schedule for regular meetings and feedback sessions.				
R. Shares information about background, professional experiences, and satisfactions.				
S. Formulates a clear idea of what skills I will need to learn and/or practice.				
T. Remembers to both talk and listen.				

#2B. Think of the kinds of help you would like to have received to an even greater extent during your career development. Place a check ( ) in the single column on the far right to indicate the areas in which you would like to have received more help in general.

Please turn page - see reverse side

#3. Indicate the extent to which the following statements describe your supportive or mentoring relationship with Persons (A), (B) and (C) by placing the appropriate number in each column.

Use the rating scale of:
5 = very descriptive
4 = mostly descriptive
3 = somewhat descriptive
2 = mostly not descriptive
1 = not at all descriptive
0 = NA

	Person (A)	(B)	(C)
A. There is mutual respect and admiration in our relationship.			
B. This person possesses qualities that I admire and try to emulate.			
C. I feel free to challenge this person's point of view.			
D. This person has been like a mother/father or sister/brother to me at times.			
E. There is a willingness to share information and exchange favors.			
F. This person has had a positive influence on my self-confidence.			
G. I see things in this person that remind me of myself.			
H. This person makes demands of me that I can't meet.			
I. I feel free to make mistakes without fear of repercussions.			
J. I believe this person sees in me things that remind her/him of herself/himself.			
K. This person encourages me to have high expectations of myself.			
L. The relationship is valued in and of itself, and not necessarily for the material benefits.			
M. I have experienced negative feelings toward this person (e.g., envy, resentment, inferiority, intimidation).			

#4. Rank from one to five each quality demonstrated by Person(s) (A), (B), and (C) as s/he helped you in your career development and/or advancement. Use 5 as being the most important, and 1 as the least important.

	Person (A)	(B)	(C)
A. Shares expertise to help another person's career			
B. Gains respect from other professionals			
C. Provides opportunities for advancement			
D. Helps develop subordinates			
E. Takes risks			
F. Has knowledge of the organization			
G. Utilizes organizational politics and power			
H. Solves problems effectively			

#5. This section addresses three items: the extent of your satisfaction with the supportive or mentoring relationship; your perception of your career success; and your views of a supportive/mentoring relationship for other women. Indicate your response by circling the appropriate number.

Use the scale of: **5 = Strongly Agree**
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree
0 = NA

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
A. I am satisfied with the amount of help and/or support received from the supportive person(s) during my career development.	1	2	3	4	5
B. I am satisfied with the effect(s) of the help and/or support received from the supportive person(s) upon my career development.	1	2	3	4	5
C. I am satisfied with the progress I have made in the development of my career.	1	2	3	4	5
D. I am satisfied with my career at this time.	1	2	3	4	5
E. If I were to do it again, I would choose a career in Cooperative Extension.	1	2	3	4	5
F. I perceive myself to be successful.	1	2	3	4	5
G. Compared to other women administrators, I perceive myself to be successful.	1	2	3	4	5
H. I believe other administrators (men and women) would say I am successful as an administrator.	1	2	3	4	5
I. I believe efforts should be made to help other women in their career development by providing support and mentoring opportunities.	1	2	3	4	5
J. I believe voluntary mentoring programs should be facilitated in the Cooperative Extension Service to help women progress in the system.	1	2	3	4	5
K. I have been, or plan to become, a support person or mentor to others.	1	2	3	4	5

#6. Space is provided for any comments you would like to share about your supportive or mentor relationships. If your comments have been generated by an item that appears in this survey, please indicate the number and letter of the item.

_____

_____

_____

_____

Please turn page - see reverse side

CAREER DATA SHEET

Place the appropriate number(s) in each space to the left.

1. _____ What is your total length of employment with Cooperative Extension (including all positions in all states)?
   1. Less than 1 yr.
   2. 1-5 yrs.
   3. 6-10 yrs.
   4. 11-15 yrs.
   5. 16-20 yrs.
   6. 21-25 yrs.
   7. 26-30 yrs.
   8. 31-35 yrs.
   9. 36-40 yrs.
   10. more than 40 yrs.

2. _____ _____ _____ _____ _____ What Cooperative Extension Service positions have you held?
   1. county home economist
   2. county 4-H agent
   3. county director/leader
   4. district HE program specialist
   5. district 4-H program specialist
   6. district director
   7. area specialist
   8. state specialist
   9. assistant director
   10. associate director
   11. state director
   12. other: _____

3. _____ Which of the above positions do you now hold? (use number from above)

4. _____ How long have you been in this position?
   1. Less than 1 yr.
   2. 1-5 yrs.
   3. 6-10 yrs.
   4. 11-15 yrs.
   5. 16-20 yrs.
   6. 21-25 yrs.
   7. 26-30 yrs.
   8. more than 30 yrs.

5. _____ How many professional staff are under your administration?
   1. 1-9
   2. 10-25
   3. 26-50
   4. 51-150
   5. 151-300
   6. more than 300

6. _____ What is your current salary range?
   1. $20,000-$29,999
   2. $30,000-$39,999
   3. $40,000-$49,999
   4. $50,000-$59,999
   5. $60,000-$69,999
   6. $70,000-$79,999
   7. $80,000-$89,999
   8. $90,000 or more

7. _____ In what age group are you?
   1. 25 or under
   2. 26-30
   3. 31-35
   4. 36-40
   5. 41-45
   6. 46 - 50
   7. 51-55
   8. 56-60
   9. 61-65
   10. 66-70
   11. 71 or over

8. _____ What is your race?
   1. Black
   2. Hispanic
   3. Native American
   4. White
   5. Other (please specify): _____

9. _____ Throughout your career, have you participated in a facilitated mentoring program?
   1. yes, as a protégée
   2. yes, as a mentor
   3. yes, as both a protégée and a mentor
   4. no

THANK YOU FOR RESPONDING TO THIS SURVEY!

Please check to see that you have answered all questions *on both sides of each page*. Then fold the completed questionnaire in half and return it in the enclosed self-addressed, stamped envelope by October 10, 1994, if at all possible.

If you want to receive a summary of results from this study, please send a self-addressed, stamped envelope by separate mail to:

Jane Lee, C.H.E.
District HE Program Specialist
P.O. Box 3627
Enid, OK 73702

APPENDIX C

INTERVIEW SCHEDULE

APPENDIX C

INTERVIEW SCHEDULE

Name: _____ State: _____ Phone Number: _____
Date of call: _____ Beginning Time: _____ Ending Time: _____

INTRODUCTION

As we discussed last week, I am interested in mentoring and other supportive relationships which women administrators have experienced in their careers. I appreciate the time you are taking to give me some in-depth information for my study.

I sent to you a copy of the survey you answered, as well as the characteristics of a mentoring relationship and the questions I'll be asking during the interview. Did you receive these pieces of information? _____

(If yes, go to the explanation.)

(If no, ask): Would you like for me to send another set of information and postpone the interview until you have had a chance to review them? _____

DIRECTIONS

First, let's talk about the interview. As you can see, the questions are "open-ended", which means there are no preset responses. Simply respond to the questions in your own way; there are no right or wrong answers. Take as much time as you want. Make your answers as detailed as you feel is necessary.

The interview should take about 30 minutes. Of course all responses are confidential. You will not be identified in books or articles that may be produced as a result of this project. Do you have any questions or concerns about what I'm going to ask? _____

(Answer any preliminary questions)

CAREER INFORMATION

1. As we start, I would like to review some background data and information about your career on the back page of the survey. In looking at the data sheet, I understand that your title is _____ and that you have been in this position _____.

   (amount of time)

2. Is this your first administrative post? _____

   (If yes, question 3 is the same.)

   (If no): What other administrative positions have you held?

3. All together, how many years have you been in administration?

4. How did you achieve this position?

HISTORY OF MENTOR RELATIONSHIP

1. According to your survey, you have received some support from others as you pursued your career. Is that correct? _____ Would you care to elaborate on the support you received?

Now let's look at the page of characteristics of the mentoring relationship. According to the research, if a person takes a great deal time and interest in helping another who is younger or newer in the organization in all or most of the areas described in the mentoring relationship, that supportive person is a "true mentor". However, even the most helpful, supportive mentors may not help in all those areas to a great extent.

On the other hand there might be one or more persons who are supportive in at least one of the areas described. There may even be a number of people who together form a collective support system to help the newcomer, even though the support is not in the amount nor to the extent of a mentor's help. Individuals who assist in this capacity are simply called "supportive people".

It is even possible for a younger person or one new to the organization to have both "true mentoring" experiences and one or more other "supportive relationships" during one's career. Research indicates benefits of both types of relationships. Do you have any questions about the distinction between these types of relationships?

(Answer any preliminary questions.)

2. According to the in-depth description of a mentoring relationship, do you feel your experiences have involved 1) a "true mentoring" relationship with one or more persons; 2) a supportive relationship with one or more people who have helped you in various areas; or 3) a combination of relationships?

3. Would you say that most of the support you have received has come from within Extension or outside Extension? _____ Would you care to elaborate?

4. Results from the survey indicated that many women administrators have female, rather than male mentors. Would you comment on this?

5. The survey also indicated that women administrators formed more spontaneous relationships with peers rather than with supervisors to form mentoring relationships. Would you comment on this?

6. What would you say has been the outstanding benefit that you have received from being in a mentoring or other supportive relationship? This can refer to career benefits, personal benefits, or any other positive results that come to mind.

7. Your survey indicated that there were some areas in which you would like to have received more help from supportive people. Would you elaborate on this?

BARRIERS TO THE MENTORING PROCESS

1. Some of the studies suggest that one of the drawbacks for women entering management is the fact that the social and occupational networks are not as accessible for a woman as they are for a man. Would you comment on this?

2. Was there ever a time when you wanted support in some way from one or more persons but felt the other person(s) did not want to provide that support? Please explain.

3. In your opinion does being a woman affect in any way your relationship with a mentor or other supportive person?

MENTORS AND SUCCESS

1. All things considered, do you think having a mentor makes much of a difference in career success?

2. According to your survey, you perceive yourself to be successful. In what ways has the mentoring or supportive experience contributed to your success?

3. Your survey indicates that you are satisfied with your career. How has the mentoring experience contributed to this?

4. If you were to give advice to a budding young employee, how would you tell him/her to get or attract a mentor (or is it at all possible for a person to choose a mentor)?

5. What, in your opinion, would help women, as well as men, progress professionally?

6. What would be the most effective way to see that women, as well as men, receive mentoring and/or other supportive relationships as they progress in their careers?

7. Do you think that mentoring should be an item on the performance appraisal instrument?

FOLLOW-UP QUESTIONS

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

Thank you again for your time and interest in this interview. I appreciate your sharing your thoughts and feelings with me. If you interested in this study, I will send the results of the interviews to you at my expense. Would you like to receive a copy of the results?

(If "yes"): Please verify the address:

VITA

JANE H. LEE

Candidate for the Degree of

Doctor of Education

Thesis: MENTORING RELATIONSHIPS OF WOMEN ADMINISTRATORS IN THE COOPERATIVE EXTENSION SERVICE

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Alva, Oklahoma, the daughter of Lowell and Edwina Hillabolt.

Education: Graduated from Alva High School, Alva, Oklahoma. Attended Lindenwood College, St. Charles, Missouri and Oklahoma University, Norman, Oklahoma; received Bachelor of Science degree in Home Economics Education from Northwestern State University, Alva, Oklahoma in May 1972; received Master of Science degree with a major in Home Economics Education at Oklahoma State University, Stillwater, Oklahoma in May 1983. Completed requirements for the Doctor of Education degree with a major in Occupational and Adult Education at Oklahoma State University in July 1995.

Professional Experience: Vocal music teacher; Home Economics teacher; Cooperative Extension Service County Home Economist and District Home Economics Program Specialist.

Professional Organizations: AAACE; AAFCS; NAEHE; Epsilon Sigma Phi; Delta Kappa Gamma.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-19-94 **IRB#:** ED-95-014

Proposal Title: MENTORING EXPERIENCES OF WOMEN ADMINISTRATORS IN THE COOPERATIVE EXTENSION SERVICE

Principal Investigator(s): Robert Nolan, Jane Lee

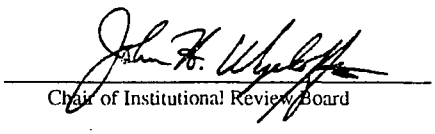
Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

COMMENTS:
In order for the subjects to be fully informed of their rights as a research subject, the cover letter should contain a statement of the amount of time required to fill out the questionnaire. Please submit a revised copy of the cover letter to the IRB office.

Signature:  Date: September 20, 1994

Chair of Institutional Review Board